

Murphy, Elizabeth
1947

The interest of high school seniors
in politics.



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Thesis

THE INFLUENCE OF HIGH SCHOOL SENIORS IN POLITICS

Submitted by
Elizabeth Murphy

1922, B. S. Middle School College of Education, 1922

In partial fulfillment of
requirements for the degree of
Master of Education
1922

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BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

THE INTEREST OF HIGH SCHOOL SENIORS IN POLITICS

submitted by

Elizabeth Murphy

(Ed. B., Rhode Island College of Education, 1944)

In partial fulfillment of
requirements for the degree of
Master of Education
1947

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

Gift of Elizabeth Murphy
School of Education

THE INTEREST OF HIGH SCHOOL GRADUATES IN POLITICS

Aug. 16, 1947

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submitted by

Elizabeth Murphy

(Ed. B., Rhode Island College of Education, 1944)

In partial fulfillment of
requirements for the degree of
Master of Education
1947

First Reader: William H. Cartwright, Assistant Professor of
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For help in the statistical aspect of the study the writer wishes to thank Dr. Helen A. Murphy, Associate Professor of Education and James F. Baker, Instructor in Education, both of Boston University.

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THE PROBLEM
OF THE FUTURE

Introduction

The purpose of this discussion is to examine the
various factors which are likely to influence the future
of the world. It is not possible to predict the future
with any degree of accuracy, but it is possible to
identify the factors which are likely to influence the
future. These factors are: the growth of the world
population, the development of science and technology,
the growth of the world economy, the development of
the world's political system, and the development of
the world's culture.

The first of these factors is the growth of the world
population. The world population is growing at a rapid
rate, and this growth is likely to continue for many
years to come. This growth is likely to have a
significant impact on the future of the world. It
will increase the demand for food, clothing, and
other necessities, and it will increase the demand
for housing and other facilities. It will also
increase the demand for education and other
services. This growth is likely to have a
significant impact on the future of the world.

The second of these factors is the development of
science and technology. Science and technology are
developing at a rapid rate, and this development
is likely to continue for many years to come. This
development is likely to have a significant impact on
the future of the world. It will increase the
production of goods and services, and it will
increase the efficiency of production. It will also
increase the quality of life, and it will increase
the life expectancy of the world's population.

The third of these factors is the growth of the world
economy. The world economy is growing at a rapid
rate, and this growth is likely to continue for
many years to come. This growth is likely to have
a significant impact on the future of the world. It
will increase the production of goods and services,
and it will increase the efficiency of production.

CHAPTER I

THE PROBLEM

Introduction.

The success of a democratic form of government is dependent upon the extent to which its citizens are interested and participate in its political activities. High school seniors, within a few years of obtaining the privilege of voting, should have developed after twelve years in the schools of a democratic society, an interest in political affairs. Previous investigators have shown that the high school senior has little knowledge of political affairs and have therefore concluded that the student has little interest in political affairs.

Estimates of the high school senior's interest in politics have been based upon his score on information tests of political or current events. There is yet question as to whether such tests accurately determine interests. After analyzing the information test as an objective measurement of interest, Fryer concludes that,

There is no valid evidence that something different to abilities is measured by information tests. What is thought to be an evidence of interests in these measures of information may be but a measure of the extent to which these tests are measures of the same abilities. The safest conclusion as already stated, is that information tests measure information.¹

1. Douglas Fryer. The Measurement of Interests. Henry Holt and Company, 1931. p. 290.

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I. Douglas Fryer, The Measurement of Interests, Henry Holt and Company, 1931, p. 230.

In a more recent study Thelma Hunt states,

It is rather difficult to make any very conclusive generalization as to the value of information tests as measures of interests... Information tests as measures of interest are likely to fall short of the purpose for which they were devised in failing to sample extensively enough the field of testing, measuring ability or experience rather than interests and in putting too high a premium on abstract intelligence and verbal ability. ¹

The conclusions of these two investigators is further substantiated by Edward K. Strong who states, "The evidence to date is that the information test is a measure of ability and not of interest."²

In view of the weakness of information tests as measures of interest it is well to investigate the problem of student interest in politics by another approach, a method in which the student indicates his interest in politics by the preference he shows for political activities.

The Problem.

It was the purpose of this investigation to discover through the use of a "Preference Indicator" devised by the writer the interest of the high school senior in politics. The degree of the student's interest was indicated by the frequency with which he chose activities of a political nature in preference to activities associated with school

1. Thelma Hunt. Measurement in Psychology. Prentice-Hall, Inc., 1936. p. 179.

2. Edward K. Strong, Jr. Vocational Interests of Men and Women. Stanford University Press, 1943. p. 28.

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subjects in the fields of science, fine arts, practical arts, language arts, history, sociology and business education.

The Scope of the Study.

In addition to determining the high school senior's interest in politics through the analysis of scores obtained on the "Preference Indicator" the investigator sought to determine if there were a relationship between the student's political score and:

1. the high school course in which he was enrolled,
2. his enrollment in a "problem" course,
3. the frequency with which his conversations, his reading, and the radio programs to which he listened concerned topics of political nature,
4. the size and type of community in which he lived.

The political interest scores of the students who indicated that the social studies were the subjects they liked best and in which they received their best marks were compared with the scores of those students who designated that the social studies were the subjects they liked least and in which they received their worst marks.

Through the process of item analysis according to criterion groups those items were determined which discriminated between the students most and least interested in politics.

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CHAPTER II

SUMMARY OF PREVIOUS RESEARCH

Investigations pertaining to the relationship of the high school senior and the political aspect of his environment have tended to fall into two categories; those relating to the political information possessed by the student and those relating to the student's interest in political affairs. Studies Determining Students' Political Information.

The following studies investigated the student's knowledge of current affairs by tests which included items of political content. The fact that low scores were obtained on the tests as a whole indicated that the student's knowledge of the political items was of no great amount.

¹
"The New England Test"(1931)

In 1931 George Makechnie reported upon the findings of a test constructed by a joint committee from the New England Superintendents' Association, the New England Council and the Boston University School of Education. The purpose of the test was to discover what high school seniors in New England knew about political, social and economic affairs. Every New England state was included in the survey and five thousand students were tested.

Sections I and II of the test, through the use of twenty-five multiple choice and fifteen completion items, tested

1. Albert G. Reilley. Are High School Seniors Interested in Things Political? Unpublished master's thesis. Boston University School of Education, 1936. pp. 47-49.

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I. Albert G. Kelley, Are High School Seniors Informed in Today's Political Unpublished master's thesis, Boston University School of Education, 1935, no. 47-48.

the students' knowledge of political concepts such as the Monroe Doctrine, League of Nations and Five Year Plan. By a matching exercise in Section III, the students were to identify thirty leaders in the political, social and economic fields. Ten groups of statements concerning New England affairs in which the students were to check the true statements comprised the last section of the test.

High school seniors in New England were shown to be lacking in acquaintance with the political, social and economic phases of their environment. The average score obtained was forty-five per cent. Ninety-six per cent of the students received a score of seventy-five per cent or less.

"South Portland Current History Test"(1935)¹

In South Portland, Maine, a test requiring the identification of persons and events prominent in the news of the previous year was compiled by school administrators. The test was given to eighteen hundred students from grade six through the high school, including post graduates. Sixty per cent of the items were concerned with political and economic affairs. The possible score was fifty.

The median score of the senior boys was forty-four, while that of the girls was forty. The scores from the ninth through the twelfth grade consistently indicated that the boys had a superior knowledge of current affairs.

1. L.C.Day. "Boys and Girls and Current Events." The Elementary School Journal 36:354-355, January 1936.

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In South Portland, Maine, a test regarding the identification of persons and events prominent in the news of the previous year was compiled by school administrators. The test was given to eighteen hundred students from grade six through the high school, including cost graduates. Sixty per cent of the items were concerned with political and economic affairs. The possible score was fifty. The median score of the senior boys was forty-four, while that of the girls was forty. The scores from the ninth through the twelfth grade consistently indicated that the boys had a superior knowledge of current affairs.

"The Regents' Inquiry" (1937)¹

The purpose of this study was to analyze the civic competence of students in the public schools of the state of New York. One of the tests consisted of fifty-three multiple choice items about national affairs and forty-seven about world events. The test was given to 3,467 students of whom 1,040 were seniors in high school. The average raw score of the senior boys was 57.55, that of the girls, 50.70. The median score for the entire senior group was 52.7.

The generalization was made that the students were most informed about matters concerning current industrial unrest and governmental activities. They were least informed in respect to foreign affairs, communism and changes in governmental structure. Students in small towns tended to know less about public persons than did students in larger communities. The latter also had a greater knowledge of current events.

"Time Current Affairs Test" (1946)²

Time magazine has sponsored annually a Current Affairs Contest in the secondary schools throughout the country. This particular one was given in the period January to March 1, 1946. The students' knowledge concerning events in national

1. Howard E. Wilson. Education for Citizenship, The Regents' Inquiry. McGraw-Hill Book Company, 1938 p. 29f.

2. Letter from Alvin C. Eurich to writer in December 1946.

"The Present: Industry" (1937)

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I. Howard E. Wilson, Suggestion for Administration of the Present: Industry, McGraw-Hill Book Company, 1937, p. 20.
S. B. Butler from Alvin C. Butler to writer in December 1946.

and international news, science, fine arts etc. was tested by means of 105 multiple choice items.

For 1,616 twelfth grade students in the public schools the range was from seven through ninety-eight, with a median raw score of forty-two. The range for 3,004 seniors in private high schools was from two to ninety-eight, with a median score of forty-eight.

"A Study to Determine the Extent to Which High School Seniors are Familiar with Current Happenings." (1946)¹

The author of this study sought to determine the knowledge high school seniors had of persons and events in current political, economic and social affairs. The instrument was a test of 123 questions of the multiple choice type and two of the completion type.

The girls achieved a mean score 57.7 which compared unfavorably to the mean score of 79.3 for the boys. The students in the college preparatory courses indicated a greater knowledge of current affairs than did the students in the commercial and general courses. The mean scores were; seventy-seven for the college preparatory group, fifty-three for the commercial students and sixty-four for those enrolled in the general course. Those students who had taken only one and two social studies courses had a mean score of sixty-

1. Mervin Arnold Rowe. A Study to Determine the Extent to Which High School Seniors are Familiar with Current Happenings. Unpublished master's thesis. Boston University School of Education, 1946.

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and two social studies courses had a mean score of sixty-

five; those who had taken three to five subjects in this area had a mean score of sixty-two. A mean score of eighty was recorded by those students who had studied six and seven subjects in the social studies field.

Citing the results of several studies reviewed in this chapter which measured the knowledge of high school seniors in current events and politics, one investigator states, "...the conclusion to be drawn from all of this is that one of the weaknesses that mark the operation of political democracy is a prevailing lack of interest in things political."¹

Studies Determining Students' Political Interests.

The following studies are those which were concerned with determining the high school senior's interest in governmental and political affairs.

"Test of Civic Interests, Understandings and Attitudes of High School Seniors" (1931)²

The purpose of this study was to determine the interest and knowledge of high school students in events and persons important in political, social, religious and economic fields. The test constructed by the investigator was given to 250 seniors in three different high schools.

1. John J. Mahoney. For Us the Living. Harper and Brothers, 1945. p. 117.

2. Albert J. Brooks. Test of Civic Interests, Understandings and Attitudes of High School Seniors. Unpublished master's thesis. Boston University School of Education, 1931.

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1. John J. Kennedy: For Us the Future. Harper and

Brothers, 1942. Pp. 111.

2. Albert J. Broderick: Test of Civic Interests, Understandings and Attitudes of High School Seniors. Unpublished Master's Thesis, Boston University School of Education, 1931.

In Section I, the student was to identify twenty people prominent in civic life. The median for the entire group was five items correct or twenty-five per cent. Group B, composed entirely of boys, exceeded the scores of the other two groups. This was thought by the investigator to indicate an "intimate interest" in men of prominence. Scores for the three groups are presented in Table I.

TABLE I. MEDIAN SCORES FOR SECTION I IN TEST OF CIVIC INTERESTS.

Group	Median Score
A	12.5%
B	47.5%
C	25 %
Entire Group	28 %

Section II comprised twenty "catch" words and phrases of which the students were to give the meanings. The purpose was to test their knowledge of history and their independent readings. Examples of the phrases used are "Tea Pot Dome", "Fourteen Points" and the "Spoils System". The boys again led the other two groups in the amount of interest according to the interpretation made by the investigator.

TABLE II. MEDIAN SCORES FOR SECTION II IN TEST OF CIVIC INTERESTS.

Group	Median Score
A	25 %
B	25 %
C	12.5%
Entire Group	20 %

In Section I, the student was to identify twenty people prominent in civic life. The median for the entire group was five items correct or twenty-five per cent. Group B, composed entirely of boys, exceeded the scores of the other two groups. This was thought by the investigator to indicate an "intimate interest" in men of prominence. Scores for the three groups are presented in Table I.

TABLE I. MEDIAN SCORES FOR SECTION I IN TEST OF CIVIC INTERESTS.

Group	Median Score
A	12.50
B	17.50
C	25
Entire Group	23

Section II comprised twenty "action" words and phrases of which the students were to give the meanings. The purpose was to test their knowledge of history and their independent readings. Examples of the phrases used are "The Pot Dome", "Fourteen Points" and the "Spoils System". The boys again led the other two groups in the amount of interest according to the interpretation made by the investigator.

TABLE II. MEDIAN SCORES FOR SECTION II IN TEST OF CIVIC INTERESTS.

Group	Median Score
A	25
B	25
C	12.50
Entire Group	20

Completion exercises in history and politics comprised Section III. One of the purposes of this section was to determine the students' interest in current events. Once again the boys evidenced more interest than the other two groups.

TABLE III. MEDIAN SCORES FOR SECTION III IN TEST OF CIVIC INTERESTS.

Group	Median Score
A	21%
B	50%
C	29%
Entire Group	36%

Sections IV and V tested knowledge of present day problems and attitudes toward international affairs. There were no conclusions drawn regarding the interest of the students.

In the conclusion of the study the investigator says that the low scores indicate a lack of acquaintance with persons prominent in government and politics and a lack of knowledge of civic problems. As for the amount of interest of high school students in civic affairs, there is no final conclusion made, but from the results of the first three tests one may see that Group B, comprised of boys, attained the highest scores which were an indication to the investigator of their greater interest in the fields tested.

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TABLE III. MEDIAN SCORES FOR SECTION III IN TEST OF CIVIC INTEREST.

Median Score	Group
21%	A
20%	B
23%	C
30%	Entire Group

Sections IV and V tested knowledge of present day problems and attitudes toward international affairs. There were no comparisons drawn regarding the interest of the students.

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"Are High School Seniors Interested in Things Political?"¹(1936)

In 1936, the author of this study sought to measure the interest of high school seniors in politics through the use of a test of information. Knowledge of national, state and local events and personalities were tested by an objective test of four sections by the investigator. The test was administered to 672 high school seniors in five different communities.

Section I contained the names of fifteen persons prominent in state and national politics. These names were to be identified by matching them with a phrase in a second list. The median score for the entire group was 5.71. The majority of the students recognized less than sixty per cent of the leaders.

Section II consisted of a completion exercise of fifteen items; four concerned with political facts, the remainder with political personalities. The median score was 7.25. The middle fifty per cent of the students knew between twenty-eight and fifty-six per cent of the facts so tested. The average score of the entire group was forty-five per cent.

Twenty-five true and false statements in Section III tested the students' knowledge of political facts. The median score for the group was 13.30. The middle fifty per

1. Albert G. Reilley, op. cit.

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Section I contained the names of fifteen persons prominent in state and national politics. These names were to be identified by matching them with a group in a second list. The median score for the entire group was 7.7. The majority of the students recognized less than sixty per cent of the leaders.

Section II consisted of a completion exercise of fifteen items; four concerned with political facts, the remainder with political personalities. The median score was 7.25. The middle fifty per cent of the students knew between twenty-eight and fifty-six per cent of the facts so tested. The average score of the entire group was forty-five per cent.

Twenty-five true and false statements in Section III tested the students' knowledge of political facts. The median score for the group was 13.30. The middle fifty per

cent of the students knew between forty-one and eighty-six per cent of the facts. The average score was a little more than fifty per cent.

Using multiple response items in Section IV, the investigator tested the seniors' knowledge of eight political facts and two political leaders. The median score for the group was 5.48. The middle fifty per cent of the students knew between thirty-eight and seventy-one per cent of the items. The average score was fifty-four per cent.

In his analysis of the test scores the writer concludes that the students showed more knowledge of political facts than of personalities. The group knew on the average forty-three per cent of the people and fifty-two per cent of the factual items.

As to the difference in the amount of political interest of senior boys and girls the author concluded that the boys were more interested as evidenced by their median score of 43.20 to that of the girls, 26.67.

In comparing the interest of pupils enrolled in various courses, the college preparatory group showed more political interest than the students of the other courses as shown by the median scores: College, 34.28; General, 27.67; Commercial, 26.67; and those who did not designate their course, 28.83.

The size and type of the community was shown to have little influence upon the interest of the students in politics.

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In comparing the interest of pupils enrolled in various courses, the college preparatory group showed more political interest than the students of the other courses as shown by the median scores: College, 34.38; General, 27.67; Commercial, 28.67; and those who did not designate their course, 28.67.

The size and type of the community was shown to have little influence upon the interest of the students in politics.

The median scores for the various communities ranging in size from 13,000 to 68,000 and including, according to the investigator, "small towns" and "large industrial cities" were: 26.62, 32.12, 27.90, 29.48, 38.82. The investigator urges that no significance be attached to the last score inasmuch as it represented a residential community in which most of the students taking the test were enrolled in the college preparatory courses.

As the average score for the test was but forty-six per cent and as only one sixth of the group obtained scores above sixty-one per cent the writer concluded that high school seniors are little interested in political affairs. "Student Preferences in Problems of Democracy". (1935-36)¹

Recognizing the difficulty and impossibility of attempting to consider in a one year course in contemporary problems every political, social and economic problem confronting our nation, as attempt was made to discover those most interesting to the students. State and city courses of study as well as twenty-seven text books were examined for items to be included in the investigation. The final list comprised forty-eight problems.

The lists were given to 1059 seniors, also to 1257 freshmen and 275 adults. Each was asked to check the ten problems that interested him the most.

1. Helen Rhodes Brooks. "Student Preferences in Problems of Democracy." The Harvard Educational Review 7:215-223, March 1937.

The median scores for the various communities ranging in size from 15,000 to 25,000 and including, according to the investigator, "small towns" and "large industrial cities" were: 26.62, 26.12, 27.90, 29.48, 30.82. The investigator notes that no significance be attached to the last score inasmuch as it represented a hypothetical community in which most of the students taking the test were enrolled in the college preparatory courses.

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J. Helen Rhodes Brooks. "Student Preferences in Problems of Democracy". The Harvard Educational Review 3:215-224, March 1933.

The rankings of the topics most closely related to politics are given in the table below. "Types of government" was ranked among the first ten by all three groups, and "Our Public Officials" was similarly ranked by the seniors and adults.

TABLE IV STUDENTS' RANKING OF POLITICAL TOPICS.

Topics	Gr. IX	Gr. XII	Adults
Disarmament	13	9	17
Foreign Policy	20	20	8
International Government	28	35	10
Public Officials	21	3	6
Taxation	5	4	7
Types of Government	9	8	3

The problems that students ranked as the first ten in interest were: (1) Crime, (2) Education, (3) Our Public Officials, (4) Taxation, (5) Types of Government, (6) Immigration, (7) Poverty, (8) Depression, (9) Disarmament, (10) Recreation. These topics are almost evenly distributed among the political, social and economic areas. However, analysis of the number of votes cast by the seniors indicates that the field of sociology is of the greatest interest to them. The investigator concluded that the difference in the interest of boys and girls was not of sufficient importance to concern the teaching of the course.

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TABLE IV. STUDENTS' RANKING OF POLITICAL TOPICS

Topic	Gr. IX	Gr. XII	Adults
Types of Government	9	8	3
Taxation	2	4	7
Public Officials	21	3	2
International Government	22	25	10
Foreign Policy	20	20	8
Disarmament	13	9	17

The problems that students ranked as the first ten in interest were: (1) Crime, (2) Education, (3) Our Public Officials, (4) Taxation, (5) Types of Government, (6) Law, (7) Poverty, (8) Disarmament, (9) Disarmament, (10) Recreation. These topics are almost evenly distributed among the political, social and economic areas. However, analysis of the number of votes cast by the seniors indicates that the field of sociology is of the greatest interest to them. The investigator concluded that the difference in the interest of boys and girls was not of sufficient importance to concern the teaching of the course.

"A Look at the 'End Product' of Secondary Political Science Instruction." (1936)¹

It was the purpose of this study to discover the "effect of college training on student political attitudes." One thousand freshmen entering Northwestern University in September of 1936 were examined. (In as much as they had just completed their high school course this study is included in the analysis of high school seniors' political interest.) One half of the students were from Cook County and the remainder from various sections of the nation.

In reply to a questionnaire four per cent of the entering freshmen admitted that they were devoid of political interest. Twenty-three per cent replied that they would be interested in running for public office. Eight per cent declared that they would not engage in any citizenship activities. Seventy-nine per cent said they would vote and twenty per cent said they would join a political party. Only thirteen per cent said they would become members of a civic organization.

It is interesting to note that while only four per cent admitted to being interested in politics the only activity of a political nature in which most planned to participate was voting.

1. Hugh Bone. "A Look at the 'End Product' of Secondary Political Science Instruction." The Social Studies 24:20-23, January 1938.

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It is interesting to note that while only four per cent
admitted to being interested in politics the only activity
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I. Hays Howe, "A Look at the 'But Product' of Secondary
Political Science Instruction." The Social Studies 24:20-23,
January 1938.

Throughout the investigation the freshmen were reported to show a greater interest in national than local political affairs.

Summary.

Seven of the studies summarized in this chapter measured the extent of the students' information concerning current and political affairs. The average score obtained by high school seniors in four of the tests was less than half the total possible score. In a fifth study the girls exceeded by .7 points half the possible score while the boys surpassed it by 7.55 points.

The scores on five of the tests were examined to see if there were an appreciable difference between the scores of the boys and of the girls. In each instance the boys showed a superior knowledge of current affairs.

Two of the investigators sought to determine if a relationship existed between the course in which the student was enrolled and his score on the test. In both studies it was shown that the students enrolled in the college preparatory course attained higher scores than the students in the commercial and general courses. It is highly probable that the college preparatory students evidence more interest in politics because their greater native ability leads them to wider reading and more activity, resulting in higher scores in tests of information. This implies that their

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scores and hence their personal interest could be even higher if college preparatory courses included more of the social studies.

Students living in cities were reported by one study to have scores superior to those of students living in small towns, while another study reported no significant difference in the scores of students from communities of various sizes and types.

In as much as similar analyses of scores were made in the present investigation it was of interest to this investigator to note whether the conclusions drawn from this attempt to measure the students' political interest paralleled the findings of those studies which measured the students' knowledge of such events.

In defining the objectives that attract the attention of the person one may identify his interests. For instance, "...are based for the objects and activities, the psychological stimuli which engage the attention of the individual."

1. Lee Morris Ross and Marley Clay Skinner, *Fundamentals of Educational Psychology*, P.H. Harbison and Company, 1929, p. 100.

2. Edward S. Greene, *Measurement of Human Behavior*, Ginn Press, 1941, p. 13.

3. Douglas Fryer, *op. cit.* p. 15.

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CHAPTER III

INTEREST MEASUREMENT

Nature of Interest

Interest may be defined as that attitude of mind toward a course of action or an object in which one is impelled from within to carry on the action, or to give attention to, examine, handle, approach, or in other ways act toward the object and in which the satisfaction of this impulse gives pleasure.¹

This investigator assumes that the student upon being offered a choice of places and people to visit reacts favorably toward the one that interests him by indicating his preference on the "Preference Indicator".

"There is no measurable thing called an interest or a motive but only a series of acts toward or away from a goal."²
In as much as interests express themselves in action one may derive some indication of the amount of a person's interest by the requery with which he reacts toward the stimulus or goal.

In noting the stimulus that attracts the attention of the person one may identify his interests, for interests:
"...are named for the objects and activities, the psychological stimuli which engage the attention of the individual."³

1. Ira Morris Gast and Harley Clay Skinner. Fundamentals of Educational Psychology. B.H. Sanborn and Company, 1929. p. 280.

2. Edward B. Greene. Measurement of Human Behavior. Odyssey Press, 1941. p. 439.

3. Douglas Fryer. op. cit. p. 15.

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2. Edward E. Greene, Measurement of Human Behavior, Oyster Press, 1941, p. 133.

3. Douglas Kyser, op. cit. p. 15.

John Dewey in discussing the nature of interests holds that the first characteristic of interest is its active, projective and propulsive nature. The second characteristic he maintains is that,

"...it is objective. We identify interests with concerns or affairs. Interest does not end simply in itself...but is embodied in an object of regard.... Every interest, as already said, attaches itself to an object. The artist is interested in his brushes, in his color, in his technique. The business man is interested in the play of supply and demand, in the movement of the markets, etc. Take whatever instance of interest we choose and we shall find that, if we cut out an object about which interest clusters, interest itself disappears.¹

Thus one may conclude that if a student is interested in political affairs he will be interested in the events, the people and the objects of the political movement.

Measuring Interest.

Interests are measured by objective and subjective methods. The former includes tests of information and free association tests; the latter method includes inventories, questionnaires and rating scales. The "Preference Indicator" used in this investigation belongs in the category of subjective measures of interest for it asks the student to estimate his feeling toward stimuli presented to him.

Fryer divides the inventories into two categories. "An inventory may be made as a list of stimulating objects, and

1. John Dewey. Interest and Effort in Education. Houghton, Mifflin and Company, 1931. pp. 16-19.

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...it is objective. We identify interests with "concerns or affairs." Interest does not exist simply in itself...but is revealed in an object of regard...Every interest, as already said, attaches itself to an object. The object is interested in his progress, in his action, in his technique. The object is interested in the play of agency and demand, in the movement of the currents, etc. Take whatever instance of interest we choose and we shall find that, if we cut out an object about which interest clusters, interest itself disappears.

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Fryer divides the inventories into two categories. "An inventory may be made as a list of stimulating objects, and

ideas or it may be made as a list of the human reactions. These latter are called activities."¹ The object inventory, an inventory of stimuli, was used by this investigator for the prime purpose of this study was to discover whether the students were interested in a certain subject area, not to discover if his interests for a future vocation lay in a certain area. Studies designed for the latter purpose more frequently use the activity inventory.

In the method of scoring, the "Indicator" further conforms to the characteristics of the inventory which is defined as a devise for systematizing one's feeling attitude. The student is asked to estimate three degrees of feeling toward the stimuli offered to him; most interest, least interest and indifference. The indicating of three degrees of feeling is more valid than estimating a greater number of degrees of feeling.

It is not difficult to say whether or not the experience is pleasant or unpleasant. It is more difficult to say that it is indifferent. And it is vastly more difficult to estimate degrees of feeling. It is possible that five degrees of feeling can be estimated with accuracy by many, but with average training in the estimation of feeling it is possible that three degrees are all that can be used with valid results.²

In selecting items for interest inventories, Hunt sets forth two criteria, sampling and discrimination. Of the first

1. Douglas Fryer. op. cit., p. 29.

2. Ibid. pp. 37-38.

These or it may be made as a list of the human reactions.
 These latter are called activities.¹¹ The object inventory,
 an inventory of stimuli, was used by this investigator for
 the prime purpose of this study was to discover whether the
 students were interested in a certain subject area, not to
 discover if his interests for a future vocation lay in a
 certain area. Studies designed for the latter purpose more
 frequently use the activity inventory.
 In the method of scoring, the "indicator" further con-
 forms to the characteristics of the inventory which is de-
 fined as a device for systematizing one's feeling attitude.
 The student is asked to estimate three degrees of feeling
 toward the stimuli offered to him: most interest, least inter-
 est and indifference. The indicating of three degrees of
 feeling is more valid than estimating a greater number of
 degrees of feeling.

It is not difficult to say whether or not the ex-
 perience is pleasant or unpleasant. It is more
 difficult to say that it is indifferent. And it is
 even more difficult to estimate degrees of feeling.
 It is possible that five degrees of feeling can be
 estimated with accuracy by many, but with average
 training in the estimation of feeling it is possible
 that three degrees are all that can be used with valid
 results.

In selecting items for interest inventories, Hunt sets
 forth two criteria, appealing and discrimination. Of the first

1. Douglas Fryer, op. cit., p. 25.

2. Ibid., pp. 27-28.

of these criteria Hunt states,

No inventory could contain all the items of interest, or aversion in respect to a particular interest group, so the aim has been to obtain an adequate sampling of the total possible items.¹

In respect to the discrimination criterion Hunt says,

The aim has been to select items that discriminate in the interest estimates assigned them between groups of people,...and to omit those items that are common interests or aversions of the different groups to be distinguished by the inventory. Such discriminative value of the items of the inventory can be discovered only through tabulation of responses made by various groups of persons.²

This writer has kept these criteria in mind as shall be evident in the explanation given later of the method in which the inventory items were selected.

Another aspect of the measurement of interest is the establishment of the criteria by which to validate the instrument being used in the measurement. Criterion groups used in the effort to establish the validity of the instrument used in this investigation were chosen in accordance with three methods suggested by Fryer, "Educational Achievement", "Activities Engaged In" and "Self Estimates".³

1. Thelma Hunt. op. cit., p. 193.

2. Loc. cit.

3. Douglas Fryer. op. cit., p. 358.

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As the study of the political phase of our environment is one aspect of the social studies field, the investigator turned to that area for his criterion groups. One group was chosen on the basis of its members' marks in social studies and the teacher's opinion of their work. This group was divided into two sections, those of superior and inferior achievement.

Bernard O. Nemoitin says that a "...marked relationship (is) shown to exist between interest and ability at least in high school courses."¹ In his experiment conducted with 150 high school seniors in an "A" division he discovered that the correlation coefficients between their marks for courses and the interest they indicated for the same courses were:
 $+ .60 \pm .04$ (best liked course), $+ .49 \pm .04$ (second best),
 $+ .58 \pm .04$ (disliked most) and $+ .57 \pm .04$ (next disliked).

Dunlap in a similar study with two groups of seventh grade children obtained a positive correlation of about .50 in interest for and success in that subject.²

1. Bernard O. Nemoitin. "Relation Between Achievement and Interest." Journal of Applied Psychology 16:59-73, February 1932. p. 68

2. Jack E. Dunlap "Preferences as an Indication of Specific Academic Achievement." The Journal of Educational Psychology 16:411-15, September 1935.

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2. Jack E. Dunlap, "Preferences as an Indicator of Specific Academic Achievement," The Journal of Educational Psychology 16:411-15, September 1925.

The second criterion group for the present study was chosen according to the second method, "Activities Engaged In". On the front page of the "Preference Indicator" the students were asked:

4. Opposite each statement put a check (✓) in the column headed by the word that best describes how often you:
- | | frequently | sometimes | rarely |
|---|------------|-----------|--------|
| a) Listen to news broadcasts..... | | | |
| b) Listen to news commentators..... | | | |
| c) Listen to programs such as:
Town Meeting of the Air)
U. of Chicago Round Table) | | | |
| d) Discuss political affairs
with parents..... | | | |
| e) Discuss political affairs
with friends..... | | | |
| f) Discuss political affairs
in school classes..... | | | |
| g) Read political news columns..... | | | |

Those who checked their responses in the first column at least five times were selected as the group indicating most interest in political affairs and those who marked their responses at least five times in the last column were selected as the group indicating least interest in political affairs.

A third criterion group was chosen according to the self estimates of the students' interests in school courses.

In the Preference Indicator" the students were asked the following questions:

5. What subject do you like the best? _____
 What subject do you like the least? _____
 In what subject do you get your best mark? _____
 In what subject do you get your worst mark? _____

Those who indicated that history was the subject in which they were most interested and in which they received

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Those who indicated that history was the subject in

which they were most interested and in which they received

their best marks were chosen as the group indicating greater interest in politics. Those who indicated history as being the subject they liked the least and in which they received their worst marks were used as a criterion group having little interest in politics.

Ability to Indicate Preferences.

In the present investigation the student is asked to indicate the activity that interests him the least. The student should be able to perform this task because,

Preferences are among the most natural of judgements, ...if persons are competent to make any judgement about themselves they should be competent to rank known activities with regard to interest or liking.¹

It might be said that a person may not be able to differentiate his interests in any of the three stimuli with which he is confronted. However, Dewey maintains that,

There is no such thing as an absolutely diffuse impartial impulse...In the selective or preferential quality of impulse we have the fact that at any given time, if we are awake at all, we are always interested in one direction rather than another. The condition either of total lack of interest or of impartially distributed interest is...mythical....²

Conditioning Factors.

The instrument used in this study is limited as are

1. Edward L. Thorndike. "Interests and Abilities." Journal of Applied Psychology. 28:43-52, February 1944. p. 46.

2. John Dewey. op. cit., pp. 18-19.

their best marks were chosen as the group indicating greatest interest in politics. Those who indicated history as being the subject they liked the least and in which they received their worst marks were used as a criterion group having little interest in politics.

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all interest inventories by several factors which detract from the validity of the results.

Two factors which limit the estimation of one's interest are the information error and the generalization error¹. In the former, one's reaction to a stimulus is dependent upon the information he possesses concerning that stimulus. The latter error results when the term describing the stimulus is not sufficiently specific and therefore one may not possess enough information to accurately estimate his reaction toward it.

Other factors conditioning the interests of the individual are listed by Kelley and Krey as, "...individual inclination, biological development, personal experience and learning."² These authorities further maintain that in respect to the development of interests in all aspects of public affairs the student's economic dependence, his physical and social immaturity make it difficult for this interest to be far advanced.

The factor of personal experience or physical contact with the stimulus is not as important as an appreciation

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or an understanding of the stimulus which may be gained vicariously. Strong discusses two aspects of the factor of familiarity with the items of an interest inventory. He states that,

Only after the situation is understood or appreciated is it possible to like it. This does not mean the situation need be completely appreciated in order for there to be liking, but merely that some part of the total situation has been encountered.... Familiarity may then be viewed as merely the result of physical contact with the object or as the comprehension or appreciation of the object after physical contact with it.... As an actual fact the second conception of familiarity is the only true one, since no one would say a small child was familiar with the occupation of judge even though the child's father was a judge and allowed the child to attend court.... This capacity to appreciate is evidently more important than the factor of physical contact, for many occupations rated low in familiarity by our experts are well liked by fifteen year-old boys who could know about them only through reading, the radio and the movie.¹

According to Strong's interpretation although the student may not have had personal experience with some of the stimuli presented in this present inventory and although he may not have complete understanding of the stimuli he may be able to react accurately toward the stimuli. In those groups of items which mention places or persons about which he has no understanding the student is instructed not to indicate any choice.

1. Edward K. Strong, Jr. op. cit., p. 288-290.

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Another conditioning element which might affect the response of the student is the distance involved in visiting the person or place mentioned. In the directions an attempt has been made to lessen this influence by instructing the student to disregard such an element and to consider all places and persons mentioned as being equally accessible.

Another factor to be considered in interpreting the results of this study is that of the permanency of the interest indicated by the student. Using a year as the period between two administrations of the same interest inventory Fryer concludes that,

...the evidence for both estimated and inventoried interests would seem to indicate that there is an increase in permanence throughout elementary school, high school and college and that interests have a little better than fifty per cent chance, possibly a sixty per cent chance of remaining permanent at these times. ¹

Strong's conclusions are similar to those of Fryer:

Our data for college students indicate sixty-five per cent as an average figure, with a higher percentage for adults and a lower figure for high school students.... Dunlap's finding of 54.3 per cent of identical responses for seventh-grade students over a ten month's period is in harmony with our results for high school boys...²

These conclusions as to the permanency of interests were established by analysis of inventories used to determine

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occupational interests and may not apply as well to inventories of interests other than vocational.

Because of the many extraneous factors that may momentarily influence the individual's degree of interest, doubt has been cast as to how valid an estimate of interest can be. But educational and vocational advisors use the estimate "believing that the individual is intelligent enough to weigh the separate factors stimulating interest and to generalize upon his feeling attitude."¹

Throughout the "Preference Indicator" the student is given an opportunity to indicate his political interest for the political stimuli are presented to him in varying combinations with stimuli from other fields of activity. In as much as "...interest may be considered to be a general tendency toward a constellation of items, as when we state that a man has mechanical or scientific interests."² we may recognize the general tendency of the student in showing his preference for the political items as an indication of his political interest.

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1. Douglas Riven, op. cit., p. 20.

2. Stewart K. Strong, Jr., op. cit., p. 19.

CHAPTER IV

THE PREFERENCE INDICATOR

Subject Areas.

While some of the terms used to distinguish certain subject areas in the present study need no explanation (history, science) the investigator explains others so that the inclusion of certain activities in those areas would be readily understood. As this is a research study in the field of education the scope of each subject area is in accordance with that given in the Dictionary of Education.¹

In the area of "business education" the places and people listed in the inventory are related to the subjects of bookkeeping, office practice, salesmanship and general economics.

The places and people listed under the heading "fine arts" are related to the fields of painting, sculpture, architecture and music.

Under the heading "language arts" appropriate activities for the areas of language, speech, reading and literature are included.

Activities relating to the "practical arts" are applicable to the fields of industrial arts and household arts.

1. Phi Delta Kappa. Dictionary of Education. McGraw-Hill Book Company, Inc., 1945.

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In as much as politics "embraces the relations between the state and the individual",¹ many places, events and persons while logically related to political activity are also of such sociological character that interest in them would not necessarily denote an interest in politics. These accordingly were included with similar items related to the study of group life in a problems course under the heading of "sociology".

Selection of Items.

High School seniors have indicated their desire for greater opportunities to become better acquainted with the community in which they live.

In a survey of 998 seniors in New York State as to what should be done to improve the social studies courses one reply indicative of the students attitude was,

If possible, have more prominent people whose business is related in some way to the social sciences come to talk to social science classes. And take classes on more field trips to see museums and machines, etc.²

A later survey of 1,000 seniors in secondary schools throughout the country asked the students to suggest ways of improving their high school courses. All groups agreed upon the need to: "Participate in more activities that would

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take them out into the community."¹

The "Preference Indicator" complies with this attitude of the students in offering them items involving people, events and places which in many communities could be utilized in the teaching of the various subjects.

Lists of places, events and people that might conceivably be included as activities in each subject area were submitted to three teachers in that field. The teachers were asked to designate those that were not related to the particular subject area. Items rejected by the teachers were not included in the "Indicator". In as much as teachers of the subjects are the best judges of activities to be utilized in connection with their teaching, the items have thus been validated according to expert opinion.

Weighing of the Items.

Each list, revised in accordance with the suggestions of the teachers, was submitted to a class in the appropriate subject area. The students were asked to select at least five activities that interested them the most and five that interested them the least. Each activity in a list was then ranked according to the difference between the frequencies with which it was checked as being most and least interesting.

1 1. Thomas L. Hopkins. "Seniors Survey the High School." The Education Digest 6: 26-29, January 1941. p. 28.

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with which it was checked as being most and least interesting.

In the "Preference Indicator" those items having approximately the same numerical value or those occupying relative positions in the respective lists are grouped together. For example, one item offers the student a choice of visiting a:

- a) Reporter
- b) Secretary of State
- c) Archaeologist

All three items occupied relative places in their respective lists. Secretary of State had a numerical value of fourteen, while the others each had a value of thirteen.

Combining the Items.

Every group of three items contains one activity related to politics. The remaining items in each group are from two of the following fields: history, science, business education, sociology, practical arts and fine arts.

In the 126 groups of items in the tests the following combinations of activities each occur six times.

- 1) Politics, science, business
- 2) Politics, science, practical arts
- 3) Politics, science, fine arts
- 4) Politics, science, history
- 5) Politics, science, sociology
- 6) Politics, science, language arts
- 7) Politics, practical arts, fine arts
- 8) Politics, practical arts, business
- 9) Politics, practical arts, language arts
- 10) Politics, practical arts, history
- 11) Politics, practical arts, sociology
- 12) Politics, language arts, history
- 13) Politics, language arts, fine arts
- 14) Politics, language arts, sociology
- 15) Politics, language arts, business
- 16) Politics, sociology, business
- 17) Politics, sociology, history
- 18) Politics, sociology, fine arts
- 19) Politics, business, history

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- 8) Politics, practical arts, business
- 9) Politics, practical arts, language arts
- 10) Politics, practical arts, history
- 11) Politics, practical arts, sociology
- 12) Politics, language arts, history
- 13) Politics, language arts, fine arts
- 14) Politics, language arts, sociology
- 15) Politics, language arts, business
- 16) Politics, sociology, language arts
- 17) Politics, sociology, history
- 18) Politics, sociology, fine arts
- 19) Politics, business, history

- 20) Politics, business, fine arts
- 21) Politics, fine arts, history

The following combinations of items occur thirty-six times in the "Preference Indicator".

- 1) Politics, history, any other
- 2) Politics, science, any other
- 3) Politics, business, any other
- 4) Politics, sociology, any other
- 5) Politics, fine arts, any other
- 6) Politics, practical arts, any other

In this way the student is given ample opportunity to select from other fields, activities other than political that might be of greater interest to him.

Scoring for Political Preferences.

If in any group there is an item which the student does not understand, he does not indicate a preference for an activity but instead designates the item which he does not know. This procedure is followed to eliminate the "information error" previously discussed.

In determining the "score" for use in the study a value of two points is given whenever the political item is designated as being most interesting. A value of one point is given when the student indicates he is indifferent to the political activity. The highest possible political score is 252. However, it is possible that not all students could make that high score since they were not required to make a choice in those items which they did not understand. Therefore the "scores" used here are expressed in per cent; the

20) Politics, business, time etc
21) Politics, time etc, history

The following combinations of items occur thirty-six

times in the "Preference Indicator".

- 1) Politics, history, any other
- 2) Politics, science, any other
- 3) Politics, business, any other
- 4) Politics, geography, any other
- 5) Politics, time etc, any other
- 6) Politics, practical etc, any other

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"score" being obtained by dividing the actual score by the possible score for that particular paper.

Form of the "Preference Indicator".

The instrument used in this study consists of two forms. The only difference between the two is that Form B, for the boys, offers activities related to the industrial arts, whereas Form A, for the girls, offers activities related to home economics.

The activities offering the student a choice of places to visit or events to attend are grouped together in Section I. Section II contains those items which offer the student a choice of people to interview.

On the front page of the "Preference Indicator" information necessary for interpretation of the scores is asked of the student.

Directions for Administering.

Directions for the teachers and the students are included in the appendix with a copy of the "Preference Indicator".

Statistical Analysis.

The formula for determining the standard error of the difference of the means was used in computing the critical ratio of the difference between means. A critical ratio of 2.576 is used throughout the interpretation of scores as the criterion of significance. This is in accordance with the conclusion of Mills who, in discussing the interpretation

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of differences between means, says:

But many tests will be on the border line and we must have some reasonable criterion as to the limit of the significance. Odds of 1 out of 100 constitute one conventional standard. If a given difference between hypothetical and observed values would occur as the result of chance only one time out of one hundred, or less frequently, we may say that the difference is significant. This means that the results are not inconsistent with the hypothesis we have set up....The value of T (the difference between the hypothetical value and the observed mean in units of the standard error of the mean) corresponding to a probability of $1/100$ is 2.576. One hundredth part of the area under the normal curve lies at a distance from the mean of the axis of 2.576 standard deviations or more. Accordingly tests of significance may be applied with direct reference to T , interpreted as a normal deviate (i.e., as a deviation from the mean of a normal distribution expressed in units of the standard deviation). A value for T of 2.576 or more indicates a significant difference, while a value of less than 2.576 indicates that the results are not inconsistent with the hypothesis in question.¹

To discover whether the difference is a result of fluctuations in the sample, the table of "Ordinates and Areas of the Normal Curve"² was used.

Item Analysis.

Through the process of item analysis those items were determined which discriminated between the students who were interested in politics and those who were not. The critical ratios of: 1, the percentage difference between the responses

1. Frederick Cecil Mills. Statistical Methods. Henry Holt and Company, 1938. p. 471.

2. James E. Wert. Educational Statistics. McGraw-Hill Book Company, Inc., 1938. pp. 295-296.

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I. Frederick Cecil Mills. Statistical Methods. Henry Holt and Company, 1938. p. 471.

E. James F. Wolf. Educational Statistics. McGraw-Hill Book Company, Inc., 1938. pp. 298-299.

of the criterion groups of students who indicated that a political item was most interesting and 2, the percentage differences between the criterion groups of students who indicated that the same item was least interesting; were each required to be statistically significant in order for that item to be considered discriminative.

The responses on twenty-five papers with scores exceeding the mean score, 54.30 per cent, obtained by the group of students assumed to be interested in politics were compared with the responses on twenty-five papers having scores that were below the mean score, 29.80 per cent, of the group of students assumed not to be interested in politics.

In computing the critical ratio of the percentage difference in the number of cases responding to a certain item, the "Table of Standard Errors and Probable Errors of Percentages for Varying Numbers of Cases" was used.¹

1. Harold A. Edgerton and Donald G. Paterson. "Table of Standard Errors and Probable Errors of Percentages for Varying Numbers of Cases." Journal of Applied Psychology 10:378-400, 1926.

of the criterion groups of students who indicated that a political item was most interesting and 2, the percentage difference between the criterion groups of students who indicated that the same item was least interesting; were each required to be statistically significant in order for that item to be considered discriminative.

The responses on twenty-five negative items were excluded from the mean score, 24.37 per cent, obtained by the group of students assumed to be interested in politics were compared with the responses on twenty-five positive items having scores that were below the mean score, 22.60 per cent, of the group of students assumed not to be interested in politics.

In computing the critical ratio of the percentage difference in the number of cases responding to a certain item, the "Table of Standard Errors and Probable Errors of Percentage Numbers of Cases" was used.¹

1. Harold A. Egerstrom and Donald G. Peterson, "Table of Standard Errors and Probable Errors of Percentage Numbers of Cases," Journal of Applied Psychology 10:378-400, 1925.

CHAPTER V

INTERPRETATION OF THE FINDINGS

The major purpose of this study was to determine the high school senior's interest in politics. The degree of his interest was indicated by his percentage score on the "Preference Indicator" constructed by the investigator. The findings in relation to the major problem with those of the several minor problems are presented and interpreted in this chapter.

Communities Surveyed.

Table V shows the size and the type of each community and the number of its senior students who were included in the survey.

TABLE V COMMUNITIES IN WHICH SURVEY WAS CONDUCTED.

Type	Size	No. of Students.
Large Industrial City	75,000	128
Large Industrial Town	32,000	30
Small Industrial City (a)	24,000	39
Large Industrial Town	18,000	84
Large Residential Town (b)	10,000	75
Small Residential Town	4,000	44
		<u>400</u> Total.

As it may be seen in the table the communities ranged in size from 4,000 to 75,000 and included large and small industrial and residential areas. Over eighty per cent of the senior students in the small residential town and in the large residential town, were included in this study.

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Over sixty per cent of the seniors in the high schools located in the large industrial town and the large industrial city were surveyed.

Students Surveyed.

Of the four hundred students who took part in the survey 215 or fifty-four per cent were girls and 185 or forty-six per cent were boys.

TABLE VI PUPILS SURVEYED IN EACH SCHOOL.

Location	Boys	Girls	Total
Large Industrial City	60	68	128
Large Residential Town(a)	17	13	30
Small Industrial City	16	23	39
Large Industrial Town	36	48	84
Large Residential Town(b)	38	37	75
Small Residential Town	18	26	44
	215	185	400

The distribution of boys and girls for each town was fairly equal; in only one instance was the difference in number more than eight.

The courses in which the students were enrolled comprised three divisions; college, business or commercial and general. The latter included industrial arts, home economics, shop and agricultural courses. The following table shows the distribution of courses according to the various schools. It will be noted that a few students neglected to designate the course in which they were enrolled.

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TABLE VII DISTRIBUTION OF STUDENTS IN VARIOUS COURSES.

School	College	Business	General	Not Designated
1				
L I C	52 (41%)	58 (45%)	13 (10%)	5 (4%)
L R T(a)	13 (43%)		17 (57%)	
S I C	22 (56%)	6 (15%)	18 (21%)	3 (8%)
L I T	28 (33%)	45 (54%)	7 (8%)	4 (7%)
L R T(b)	23 (31%)	29 (39%)	21 (28%)	2 (2%)
S R T	19 (43%)	19 (43%)	6 (14%)	
	157 (39%)	157 (39%)	72 (18%)	14 (4%)

Seventy-eight per cent of the entire group consisted of college preparatory and business students. Students in the general course made up the remaining eighteen per cent of the pupils surveyed.

Civics, American History and Problem of Democracy are the high school subjects in which students may become familiar with the political aspects of their environment. Table VIII shows the distribution of students in these courses.

TABLE VIII DISTRIBUTION OF STUDENTS ACCORDING TO CERTAIN SOCIAL STUDIES

School	Civics	Am. History	Problems
L I C	72	124	11
L R T(a)	26	27	5
S I C	16	21	36
L I T	84	84	19
L R T(b)	37	70	1
S R T	4	44	44
	239	390	116

1. The schools are indentified by the initial letters of the words describing the towns in which they are located.

TABLE VII - DISTRIBUTION OF STUDENTS IN VARIOUS COURSES

School	College	Business	General	Not Designated
L I O	52 (41%)	58 (45%)	17 (10%)	5 (4%)
L R T (a)	13 (4%)		17 (10%)	
S I C	22 (5%)	6 (1%)	18 (11%)	3 (2%)
L I T	28 (22%)	42 (32%)	7 (4%)	4 (3%)
L R T (b)	27 (21%)	29 (22%)	21 (12%)	2 (2%)
S R T	19 (15%)	19 (14%)	6 (4%)	
	157 (100%)	127 (97%)	72 (42%)	14 (10%)

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S I C	16	21	26
L I T	24	24	19
L R T (b)	27	20	1
S R T	4	22	22
	229	258	116

1. The schools are identified by the initial letters of the words describing the towns in which they are located.

Although it appears that some of the students may have forgotten or neglected to indicate their membership in the above classes, nevertheless in American History alone, all of the students were given a recent opportunity to become acquainted with the political phase of a democratic society. Civics, which over sixty per cent of the students had studied, was part of their ninth grade curriculum and therefore could not have had a very great influence upon their political interest scores. Only twenty-two per cent of the students had had a further opportunity to study the political aspect of their environment in a high school course in Problems of Democracy. All of the seniors in the school located in the small residential town were required to take this subject. No doubt this was one factor that caused this particular group to obtain a score above the average of the entire group.

Political Interest Scores of Criterion Groups.

It was necessary to determine if the instrument used in this study effectively differentiated between students who were interested in politics and those who were not.

1. Criterion Group Chosen on Basis of Participation in Political Activities.

The "Preference Indicator" discriminated between the criterion groups chosen on the basis of the frequency with which their conversations, reading and the radio programs to which they listened were of political nature. Those students

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who described their participation in such activities as being frequent were assumed to have high political interest. Students who rarely took part in such activities were assumed to be disinterested in political affairs. In Table IX the students who at least five times out of seven described the frequency of their participation as being in one of the categories; "frequently", "sometimes" or "rarely" are identified by that term.

Examination of Table IX shows that the various groups obtained mean scores that corresponded with frequency in which they participated in the activities.

TABLE IX CRITICAL RATIO OF THE MEAN SCORES¹ OBTAINED BY DIFFERENT ACTIVITY GROUPS

Group	N.	M.	S.D.	S.E.	Diff.m	S.E.Diff.	C.R.
Frequently	24	60.70	18.20	3.55	32.10	4.39	7.27
Rarely	43	28.60	16.90	2.58			
Frequently	24	60.70	18.20	3.55	22.15	4.27	5.19
Sometimes	54	38.55	17.50	2.38			
Rarely	43	28.60	16.90	2.58	9.95	3.51	2.83
Sometimes	54	38.55	17.50	2.38			

1. Scores are expressed in per cent; the score being obtained by dividing the actual score by the possible score for the particular paper.

Those students identified by the term "frequently" and assumed to be interested in political affairs obtained the highest political interest score. Their mean score of 60.70% was statistically significant in its superiority to the mean scores obtained by the other groups.

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TABLE IX CRITICAL RATIO OF THE MEAN SCORES OBTAINED BY DIFFERENT ACTIVITY GROUPS

Group	F	S	R	C.R.	S.E.	D.F.	C.R.
Frequently	24	60.70	18.20	3.52	32.10	4.33	7.27
Rarely	24	38.60	16.00	2.58			
Frequently	24	60.70	18.20	3.52	32.12	4.27	5.19
Sometimes	24	38.52	17.20	2.58			
Rarely	24	38.60	16.00	2.58	3.92	3.51	2.83
Sometimes	24	38.52	17.20	2.58			

1. Scores are expressed in per cent; the score being obtained by dividing the actual score by the possible score for the particular paper.

Those students identified by the term "frequently" and assumed to be interested in political affairs obtained the highest political interest score. Their mean score of 60.70% was statistically significant in its superiority to the mean scores obtained by the other groups.

The lowest political interest score was obtained by the disinterested group identified by the term "rarely". The critical ratios obtained of its mean score and the mean score of the other groups in every instance showed a significant difference in the amount of political interest in favor of the other groups.

The attitude of the group identified by the term "sometimes" may be considered to be one of little interest or indifference, inasmuch as the critical ratio of its mean score, 38.55 per cent, and the mean score 28.60 per cent, of the disinterested group (identified by the term "rarely") is 2.83; compared to the critical ratio, 5.19, obtained between its mean score and the mean score, 60.70 per cent, of the interested group (identified by the term "frequently").

The "Preference Indicator", according to the political interest scores received by criterion groups chosen on the basis of their participation in activities of political nature, was successful in distinguishing between those students who were interested in politics and those who were not.

2. Criterion Group Chosen on Basis of Attitude Toward and Mark Received in History.

Another criterion group was chosen on the basis of the student's liking for history and his achievement in that subject. The students who liked history the best and who received their best mark in that subject were assumed to be interested in politics. Those students who disliked history

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The attitude of the group identified by the term "some-
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difference, inasmuch as the critical ratio of its mean score,
58.55 per cent, and the mean score 58.60 per cent, of the dis-
interested group (identified by the term "rarely") is 2.83;
compared to the critical ratio, 2.19, obtained between its
mean score and the mean score, 60.70 per cent, of the inter-
ested group (identified by the term "frequently").

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ceived their best mark in that subject were assumed to be in-
terested in politics. Those students who disliked history

and received their worst marks in that subject were assumed to be disinterested in politics. Analysis of the scores showed that the interested group received a mean score 50.60 per cent, which was superior to the mean score, 30.45 per cent, obtained by the disinterested group. In Table X the critical ratio of 5.06 shows that the difference in the mean scores is statistically significant in favor of the interested group.

TABLE X CRITICAL RATIO OF THE MEAN SCORES OBTAINED BY CRITERION GROUPS CHOSEN ON THE BASIS OF ATTITUDE TOWARD AND MARK RECEIVED IN HISTORY

Group	N.	M.	S.D.	S.E.	Diff.m	S.E.diff.C.R.
Interested	42	50.60	19.55	3.02		
Disinterested	47	30.45	17.80	2.59	20.15	3.98 5.06

The "Preference Indicator" according to these criterion groups of students was again successful in distinguishing between those students who were interested in politics and those who were not interested.

3. Criterion Group Chosen on Basis of Achievement in History.

A third criterion group was chosen on the basis of their achievement in history. The "A" students were assumed to be interested in politics while the "C" students were assumed to be disinterested in politics.

The critical ratio, .49, of the difference in their mean scores shown in Table XI indicates that the chances are thirty-six out of a hundred that there is a true difference in the political interest score in favor of the "C" group.

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TABLE X. CRITICAL RATIO OF THE MEAN SCORES OBTAINED BY CRITERION GROUPS CHOSEN ON THE BASIS OF ATTITUDE TOWARD AND MARK RECEIVED IN HISTORY.

Group	N.	M.	S.D.	S.E.	Crit. Ratio	S.D.	S.E.
Interested	48	30.60	19.85	3.02			
Disinterested	47	30.45	17.80	2.59	20.15	3.98	2.06

The "Preference Indicator" according to these criterion groups of students was again successful in discriminating between those students who were interested in politics and those who were not interested.

3. Criterion Group Chosen on Basis of Achievement in History. A third criterion group was chosen on the basis of their achievement in history. The "A" students were assumed to be interested in politics while the "C" students were assumed to be disinterested in politics.

The critical ratio, .49, of the difference in their mean scores shown in Table XI indicates that the chances are thirty-six out of a hundred that there is a true difference in the political interest scores in favor of the "C" group.

TABLE XI CRITICAL RATIO OF THE MEAN SCORES OBTAINED BY
CRITERION GROUPS CHOSEN ON BASIS OF ACHIEVEMENT
IN HISTORY

Group	N.	M.	S.D.	S.E.	Diff.m	S.E.diff.	C.R.
"A"	51	38.80	18.35	2.56	2.00	4.07	.49
"C"	34	40.80	18.50	3.17			

It is evident that achievement in history is not accompanied by a related interest in political affairs.

Table XII shows the critical ratio obtained when the mean score of the two criterion groups interested in politics is compared with the mean score of the two criterion groups disinterested in politics.

TABLE XII CRITICAL RATIO OF THE MEAN SCORES OF TWO CRITERION GROUPS.

Group	N.	M.	S.D.	S.E.	Diff.m	S.E.diff.	C.R.
Interested	66	54.30	17.66	2.17	24.50	2.83	8.66
Disinterested	90	29.80	17.30	1.82			

The critical ratio of 8.66 indicates that the "Preference Indicator" did discriminate between the political interests of two criterion groups and one may assume that the score received on it is indicative of the amount of political interest possessed by the student.

The Interest of High School Seniors in Politics.

It was the purpose of this investigation to discover if high school seniors were interested in politics. Table XIII presents the measures of central tendency and variability of the scores obtained by four hundred senior students.

TABLE XI CRITICAL RATIO OF THE MEAN SCORES OBTAINED BY CRITERION GROUP CHOSEN ON BASIS OF ACHIEVEMENT IN HISTORY

Group	N.	S.D.	S.E.	Diff.	S.E. Diff.	C.R.
"A"	51	38.80	18.35	2.55	2.00	4.97
"B"	34	40.80	18.50	3.17		

It is evident that achievement in history is not accom-

panied by a related interest in political affairs.

Table XII shows the critical ratio obtained when the

mean scores of the two criterion groups interested in politics

is compared with the mean score of the two criterion groups

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TABLE XII CRITICAL RATIO OF THE MEAN SCORES OF TWO CRITERION GROUPS

Group	N.	S.D.	S.E.	Diff.	S.E. Diff.	C.R.
Interested	66	64.50	17.66	2.17	24.50	8.28
Disinterested	90	52.50	17.30	1.82		

The critical ratio of 8.28 indicates that the "Inter-

ested Indicator" did discriminate between the political inter-

ests of two criterion groups and one may assume that the score

revealed on it is indicative of the amount of political inter-

est possessed by the student.

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presents the measures of general tendency and variability of

the scores obtained by four hundred senior students.

TABLE XIII CENTRAL TENDENCY AND VARIABILITY OF SCORES
OBTAINED BY HIGH SCHOOL SENIORS.

N.	M.	Md.	Q.D.	S.D.	S.E.
400	40.50	37.40	14.85	20.50	1.03

The mean score obtained by the entire group was 40.50 per cent of the possible score. The median score was 37.40 per cent. These scores are similar to those reported in other studies which measured the interest of high school seniors in political affairs through the use of information tests. These earlier studies showed that the mean scores were between forty and fifty per cent of the possible scores.

Even if one recognizes the fact that a student's chief interest lies in another field and allows him twenty-five per cent of his score for this or other interests, he is forced to conclude that the majority of the students have a low degree of political interest. Only 118 or 29.5 per cent of the students obtained scores above fifty per cent of the total score possible for their papers. Sixty-eight per cent of the cases lay between twenty and sixty-one per cent and the scores of the middle fifty per cent of the cases were between 25.65 and 55.35 per cent.

One hundred of the students received scores above 54.30 per cent, the mean score of the criterion group of students

TABLE XIII. CENTRAL TENDENCY AND VARIABILITY OF SCORES
OBTAINED BY HIGH SCHOOL SENIORS

N.	M.	M.D.	S.D.	S.E.
400	40.40	17.40	14.85	20.50
1.00				

The mean score obtained by the entire group was 40.40 per cent of the possible score. The median score was 37.40 per cent. These scores are similar to those reported in other studies which measured the interest of high school seniors in political affairs through the use of information tests. These earlier studies showed that the mean scores were between forty and fifty per cent of the possible scores. Even if one recognizes the fact that a student's chief interest lies in another field and allows his twenty-five per cent of his score for this or other interests, he is forced to conclude that the majority of the students have a low degree of political interest. Only 118 or 29.5 per cent of the students obtained scores above fifty per cent of the total score possible for their answers. Sixty-eight per cent of the cases lay between twenty and sixty-one per cent and the scores of the middle fifty per cent of the cases were between 25.55 and 37.35 per cent. One hundred of the students received scores above 54.30 per cent, the mean score of the criterion group of students

interested in politics. The scores of 132 students were lower than the mean score, 20.80 per cent, of the criterion group disinterested in politics. The remaining 168 students obtained scores that were between the mean scores of the criterion groups. Thus twenty-five per cent of the students may be considered interested in political affairs, thirty-three per cent, disinterested and forty-two per cent, slightly interested or indifferent.

In Table XIV the mean score of the entire group is compared with the mean scores of the criterion groups. In each instance the critical ratio indicates a statistically significant difference between the mean score of the entire group and the mean scores of the criterion groups.

TABLE XIV COMPARISON OF MEAN SCORE OF ENTIRE GROUP WITH MEAN SCORES OF CRITERION GROUPS.

Group	N.	M.	S.D.	S.E.	Diff.m	S.E.diff.	C.R.
Interested	66	54.30	17.66	2.17			
Entire	400	40.50	20.50	1.03	13.80	2.40	5.75
Disinterested	90	29.80	17.30	1.82			
Entire	400	40.50	20.50	1.03	10.70	2.09	5.12

The critical ratios, 1.75 and 5.12 expressing the relationship of the mean score of the entire group to the mean scores of the criterion groups indicate that the general attitude of high school seniors toward political affairs is one of little interest or indifference.

interested in politics. The scores of 133 students were lower than the mean score, 20.80 per cent, of the criterion group disinterested in politics. The remaining 182 students obtained scores that were between the mean scores of the criterion groups. Thus twenty-five per cent of the students may be considered interested in political affairs, thirty-three per cent, disinterested and forty-two per cent, slightly interested or indifferent.

In Table XIV the mean score of the entire group is compared with the mean scores of the criterion groups. In some instances the critical ratio indicates a statistically significant difference between the mean score of the entire group and the mean scores of the criterion groups.

TABLE XIV
COMPARISON OF MEAN SCORE OF ENTIRE GROUP WITH
MEAN SCORES OF CRITERION GROUPS

Group	N.	M.	S.D.	S.E.	Diff.	S.E. Diff.	C.R.
Interested	65	24.30	17.66	2.17	17.80	2.40	2.75
Entire	400	20.80	20.80	1.03			
Disinterested	90	22.80	17.30	1.82	10.70	2.09	5.12
Entire	400	20.80	20.80	1.03			

The critical ratios, 1.75 and 5.12 expressing the relationship of the mean score of the entire group to the mean scores of the criterion groups indicate that the general attitude of high school seniors toward political affairs is one of little interest or indifference.

The two social agencies which can and should develop the political interests of the students are the home and the school. A poll taken in November, 1945, showed that seventy per cent of the parents surveyed did not want their children to go into politics and only thirty per cent desired their sons or daughters to have anything to do with political affairs.¹

Because of the unwillingness of the parents to encourage their children's interest in political affairs the schools must intensify their efforts. However, the schools are handicapped in this respect because the teachers themselves are neither interested nor informed about political affairs.

This was shown by a study summarizing the results of three years' investigation in which 737 teachers were asked to identify twenty-five contemporary political leaders. The average score for the three year period was fifty-four per cent. Only six per cent of the teachers in the three years were able to identify as many as eighty per cent of the leaders.² In 1942, the last year in which the test was given, the average score for sixty-three teachers was thirty-eight per cent. Twenty-three per cent identified five or less of the political leaders.³

1. Frank Meyer. "Let's Educate for Politics." The Social Studies 36:289-291, November 1945. p. 289.

2. Katharine Driscoll. Are Teachers Interested in Things Political? Unpublished master's thesis. Boston University School of Education, 1940.

3. John J. Mahoney. op. cit., p. 114.

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1. Frank Meyer, "Let's Educate for Politics," The Social Studies 36:222-231, November 1945, p. 229.
 2. Katherine Orinelli, Are Teachers Interested in Politics? Unpublished master's thesis, Boston University School of Education, 1946.
 3. John V. Mahoney, op. cit., p. 114.

It is no wonder the students do not have a greater degree of interest in political affairs when those responsible for developing this interest are themselves uninformed and disinterested.

Parents who discourage a child's interest in politics discourage the building of a strong government 'of the people, by the people and for the people'. Teachers who do nothing to encourage participation in politics, local, state and national, are doing no less.¹

Difference in Political Interest of Boys and Girls

The results of this study indicate as do those of previous studies that boys are more interested in political affairs than are girls. The mean score obtained by the girls is 3.45 points lower than that obtained by the boys. The quartile and standard deviations indicate that the spread of the scores from the mean is similar in each group. In Table XV one may see that the mean score of the girls is five tenths of a point less than that of the entire group while the boys exceed the mean score of the entire group by 1.95 points.

TABLE XV CENTRAL TENDENCY AND VARIABILITY OF BOYS' AND GIRLS' SCORES

Group	N.	M.	Mo.	Q.D.	S.D.	S.E.
Boys	185	42.45	39.65	15.60	21.60	1.59
Girls	215	39.00	35.85	14.13	19.65	1.34
Entire	400	40.50	37.40	14.85	20.50	1.03

While the difference in the mean scores of the boys and girls is not statistically significant, as shown in Table XVI,

1. Frank Meyer. op cit.

It is no wonder the students do not have a greater degree of interest in political affairs when these responsibilities for developing this interest are themselves diminished and disinterested.

Parents who discourage a child's interest in politics discourage the building of a strong government of the people, by the people and for the people. Teachers who do nothing to encourage participation in politics, local, state and national, are doing no less.

Differences in Political Interest of Boys and Girls

The results of this study indicate as do those of previous studies that boys are more interested in political affairs than are girls. The mean score obtained by the girls is 5.45 points lower than that obtained by the boys. The quartile and standard deviation indicate that the spread of the scores from the mean is similar in each group. In Table XV one may see that the mean score of the girls is five tenths of a point less than that of the entire group while the boys exceed the mean score of the entire group by 1.95 points.

TABLE XV. CENTRAL TENDENCY AND VARIABILITY OF BOYS' AND GIRLS' SCORES

Group	N.	M.	S.D.	S.E.
Boys	185	42.45	39.65	1.59
Girls	215	39.00	37.85	1.54
Entire	400	40.80	37.40	1.03

While the difference in the mean scores of the boys and girls is not statistically significant, as shown in Table XVI,

the chances are ninety out of a hundred that there is a true difference in the amount of political interest in favor of the boys.

TABLE XVI COMPARISON OF MEAN SCORES OBTAINED BY SENIOR BOYS AND GIRLS

	N.	M.	S.D.	S.E.	Diff.m	S.E.Diff.	C.R.
Boys	185	42.45	21.60	1.59	3.45	2.08	1.65
Girls	215	39.00	19.65	1.34			

Difference in Political Interest Evidenced by Students in Various Courses.

Previous studies have shown that college preparatory students obtained higher scores on information tests measuring political interest than did students in the general and the business courses. In the present study the students in the latter group showed more interest in political affairs as indicated by their score on the "Preference Indicator".

While the mean score, 42.85 per cent, of the business group is not statistically significant in its superiority to the mean score, 39.25 per cent, of the college group, the chances are eighty-six out of a hundred that there is a true difference in the amount of political interest in favor of the business group.

Comparison of the mean score of students in the business courses with the mean score, 38.05 per cent, of students in the general courses results in a critical ratio of 1.56 which indicates that the chances are eighty-eight out of a hundred that there is a true difference in favor of the

the chances are ninety out of a hundred that there is a true difference in the amount of political interest in favor of the boys.

TABLE XVI. COMPARISON OF MEAN SCORES OBTAINED BY SENIOR BOYS AND GIRLS.

Boys	187	42.45	21.60	1.50	2.42	2.08	1.62		
Girls	212	39.00	19.45	1.54					

Difference in Political Interest Expressed by Students in Various Courses.

Previous studies have shown that college preparatory students obtained higher scores on information tests than the general public. In the present study the students in the latter group showed more interest in political affairs as indicated by their score on the "Preference Indicator". While the mean score, 42.45 per cent, of the business group is not statistically significant in its superiority to the mean score, 39.00 per cent, of the college group, the chances are eighty-six out of a hundred that there is a true difference in the amount of political interest in favor of the business group.

Comparison of the mean score of students in the business courses with the mean score, 38.05 per cent, of students in the general courses results in a critical ratio of 1.25 which indicates that the chances are eighty-eight out of a hundred that there is a true difference in favor of the

business group.

The critical ratio, .43, indicates that the mean score of the college group is very similar to the mean score of the general group, inasmuch as the chances are only thirty-two out of a hundred that there is a true difference in favor of the college group.

Table XVII shows the critical ratios obtained when the mean scores of each group were compared.

TABLE XVII COMPARISON OF MEAN SCORES OBTAINED BY STUDENTS IN VARIOUS COURSES

Course	N.	M.	S.D.	S.E.	Diff.m	S.E.diff.	C.R.
Business	157	42.85	21.95	1.75	3.60	2.34	1.54
College	157	39.25	19.60	1.56			
Business	157	42.85	21.95	1.75	4.80	3.06	1.56
General	72	38.05	19.60	2.30			
College	157	39.25	19.60	1.56	1.20	2.78	.43
General	72	38.05	19.60	2.30			

In no instance does the critical ratio indicate a significant difference in the mean scores obtained by students in the various courses. Contrary to the findings of other studies, the college preparatory students showed no greater interest than other groups in activities of political nature.

The courses of study for college preparatory students concentrate most of their attention upon the academic aspects of the social studies courses. Knowledge of facts, persons and events prominent in history receives the main emphasis.

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mean scores of each group were compared.

TABLE XVII COMPARISON OF MEAN SCORES OBTAINED BY STUDENTS
IN VARIOUS COURSES

Course	N.	M.	S.D.	C.R.	D.F.	S.E. Diff.	O.T.
Business	157	42.57	21.95	1.73	3.60	2.34	1.54
College	157	39.92	19.60	1.52			
Business	157	42.87	21.95	1.73	4.60	3.06	1.56
General	72	38.02	19.60	2.30			
College	157	39.22	19.60	1.52	1.20	2.78	.43
General	72	38.02	19.60	2.30			

In no instance does the critical ratio indicate a

significant difference in the mean scores obtained by stu-

dents in the various courses. Contrary to the findings of

other studies, the college preparatory students showed no

greater interest than other groups in activities of polit-

ical nature.

The courses of study for college preparatory students

concentrate most of their attention upon the academic subjects

of the social studies courses. Knowledge of facts, persons

and events prominent in history receives the main emphasis.

Discussion of history in the making; local, national and international politics, is left to the inclination of the teacher, who too often has little interest in this non-academic phase of the subject. It is the non-college student whose course concentrates less upon the academic and more upon his need in respect to his environment.

The tendency for the more educated and the usually more intelligent part of our population to look with disdain upon participation in politics has led to a situation in which,

...we have been leaving precisely the most important business of our whole social order, that part upon which the welfare of all other parts depends, to men of limited education and understanding and sometimes of limited intelligence and little integrity.¹

The schools, in ignoring or in being too timid to bring the political aspects of his environment before the student, have aggravated the situation.

Effect of Membership in a Problems of Democracy Course Upon the Political Interest Score.

In Table XVIII it is evident that the mean score, forty-five per cent, obtained by the students who had been members of a Problems of Democracy class is definitely superior to the mean score, 39.05 per cent, those students who had not had such a course.

1. Roscoe Pulliam. "Education, Politics and Democracy." School and Society 52:241-246. September 28, 1940. p. 245.

Discussion of history in the making; local, national and in-
ternational politics, is left to the imagination of the
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participation in politics has led to a situation in which,

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tant business of our whole social order, that part
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In Table XVII it is evident that the mean score, forty-
five per cent, obtained by the students who had been members
of a Problems of Democracy class is definitely superior to
the mean score, 39.95 per cent, those students who had not
had such a course.

TABLE XVIII COMPARISON OF MEAN SCORES OF STUDENTS WHO HAVE HAD A PROBLEMS OF DEMOCRACY COURSE AND THOSE WHO HAVE NOT

Group	N.	M.	S.D.	S.E.	Diff.m.	S.E.diff.	C.R.
Course	96	45.00	22.00	2.24			
No Course	304	39.05	20.30	1.16	5.95	2.52	2.36

While the critical ratio, 2.36, shows that there is no significant difference in their mean scores the chances are ninety-eight out of a hundred that there is a true difference in favor of the students who have had such a course.

In Table XIX the mean scores of students living in the various communities are compared. It may be seen that the mean score of students living in the small residential town (SRT) is consistently superior to the other mean scores. Students attending the high school located in this town are required to take a Problems of Democracy course in their senior year, whereas this requirement is not made of the students who attend the high schools located in the other communities.

When the mean score of the students living in the small residential town is compared with the mean score of students living in other communities the lowest critical ratio obtained is 1.17, which indicates that the chances are ninety out of a hundred that there is a true difference in favor of the community whose students are required to take such a course.

Since the chances are ninety-eight out of a hundred

TABLE XVII
COMPARISON OF MEAN SCORES OF STUDENTS WHO HAVE
HAD A PROBLEM OF DEMOCRACY COURSE AND THOSE
WHO HAVE NOT

Group	N	M	S.D.	P.E.	Chi. S.	S.E. Diff.	O.E.
Course	92	42.00	22.00	2.24			
No Course	904	39.02	20.30	1.16			
					2.92		
					2.32		
					2.32		

While the critical ratio, 2.32, shows that there is no significant difference in their mean scores the chances are ninety-eight out of a hundred that there is a true difference in favor of the students who have had such a course.

In Table XIX the mean scores of students living in the various communities are compared. It may be seen that the mean score of students living in the small residential town (SRT) is considerably superior to the other mean scores.

Students attending the high school located in this town are required to take a Problem of Democracy course in their senior year, whereas this requirement is not made of the students who attend the high schools located in the other communities.

When the mean score of the students living in the small residential town is compared with the mean score of students living in other communities the lowest critical ratio obtained is 1.17, which indicates that the chances are ninety out of a hundred that there is a true difference in favor of the community whose students are required to take such a course.

Since the chances are ninety-eight out of a hundred

that there is a true difference in the amount of political interest in favor of the students who have had a Problems in Democracy course and ninety out of a hundred in favor of the community whose students are required to take that subject, one may conclude that a course of this type has much influence in increasing the political interest of high school students.

Effect of Community Upon the Political Interest Score.

In the analysis of previous research this investigator found conflicting conclusions pertaining to the effect of the community upon the student's political interest. One investigator discovered that the students in the larger cities did better on tests of political information.¹ Another investigator discovered that no significant difference existed between the two groups.²

In the present investigation no significant difference was found to exist between the mean scores of any two communities with the exception of the critical ratio, 3.57, in favor of the students in the small residential town when their mean score was compared with that of the students in the large residential town, (LRTa). This high critical ratio may be caused by the omission of students enrolled in a business course from the sample taken of the student population in the latter town. However the investigator believes that even if

1. Supra. p. 7.

2. Supra. p. 13.

that there is a true difference in the amount of political interest in favor of the students who have had a Problems in Democracy course and ninety out of a hundred in favor of the community whose students are required to take that subject, one may conclude that a course of this type has much influence in increasing the political interest of high school students.

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In the present investigation no significant difference was found to exist between the mean scores of any two communities with the exception of the critical ratio, 3.57, in favor of the students in the small residential town when their mean score was compared with that of the students in the large residential town, (LRTA). This high critical ratio may be caused by the omission of students enrolled in a business course from the sample taken of the student population in the latter town. However the investigator believes that even if

these students were included in the sample, the critical ratio would have been similar to the others, shown in Table XIX which favor the small residential town.

This group of students obtained a mean score of 47.55 per cent which was superior to the mean scores obtained by students living in the other towns. The effect of the required course in Problems of Democracy upon the mean score of the students in the small residential town has been discussed previously.¹ In Table XIX the mean score of this group of students is compared with the mean scores of students living in the other communities. The critical ratios obtained indicated a true difference in favor of the small residential community in every comparison made of the mean scores.

TABLE XIX. MEAN SCORE OF STUDENTS IN SMALL RESIDENTIAL TOWN COMPARED WITH MEAN SCORE OF STUDENTS IN OTHER TOWNS

Group	N.	M.	S.D.	S.E.	Diff.m.	S.E.diff.	C.R.
SRT	44	47.55	19.05	2.87			
LRT(b)	75	38.00	21.10	2.43	9.55	3.76	2.54
(Chances, 98 in 100 of a true difference in favor of SRT)							
SRT	44	47.55	19.05	2.87			
LIT	84	41.00	21.90	2.38	6.55	3.73	1.75
(Chances, 90 in 100 of a true difference in favor of SRT)							
SRT	44	47.55	19.05	2.87			
SIC	39	41.08	15.57	2.49	6.55	3.73	1.75
(Chances, 90 in 100 of a true difference in favor of SRT)							
SRT	44	47.55	19.05	2.87			
LRT	30	30.50	20.90	3.81	17.05	4.77	3.57
(Significant difference in favor of SRT)							

1. Supra., p. 53.

these students were included in the sample, the critical ratio would have been similar to the others, shown in Table XIX which favor the small residential town.

This group of students obtained a mean score of 47.55 per cent which was superior to the mean scores obtained by students living in the other towns. The effect of the required course in Problems of Democracy upon the mean score of the students in the small residential town has been discussed previously. In Table XIX the mean score of this group of students is compared with the mean scores of students living in the other communities. The critical ratios obtained indicated a true difference in favor of the small residential community in every comparison made of the mean scores.

TABLE XIX. MEAN SCORE OF STUDENTS IN SMALL RESIDENTIAL TOWN COMPARED WITH MEAN SCORE OF STUDENTS IN OTHER TOWNS

Group	N.	M.	S.D.	S.E.	Crit. R.	S.E. Diff.	C.R.
ERT	44	47.55	19.05	2.87			
LEA(P)	75	38.00	21.10	2.45			
(Chances, 98 in 100 of a true difference in favor of ERT)							
ERT	44	47.55	19.05	2.87			
LIT	84	41.00	21.30	2.38			
(Chances, 90 in 100 of a true difference in favor of ERT)							
ERT	44	47.55	19.05	2.87			
PIO	39	41.08	15.57	2.49			
(Chances, 90 in 100 of a true difference in favor of ERT)							
ERT	44	47.55	19.05	2.87			
LEA	30	30.50	20.90	3.81			
(Significant difference in favor of ERT)							

TABLE XIX. (Cont'd)

Group	N.	M.	S.D.	S.E.	Diff.m	S.E.diff.	C.R.
SRT	44	47.55	19.05	2.87			
LIC	128	41.10	19.55	1.73	6.45	3.35	1.92
(Chances, 94 in 100 of a true difference in favor of SRT)							

The mean scores of the industrial communities large and small, were almost identical as indicated by the critical ratios, the largest of which is .03. The comparison of the mean scores of these communities is shown in Table XX.

TABLE XX. COMPARISON OF MEAN SCORES OF STUDENTS LIVING IN INDUSTRIAL AREAS

Group	N.	M.	S.D.	S.E.	Diff.m	S.E.diff.	C.R.
LIC	128	41.10	19.55	1.73			
SIC	39	41.08	15.57	2.49	.02	3.03	.01
(Chances, 1 in a 100 of a true difference in favor of LIC)							
LIC	128	41.10	19.55	1.73			
LIT	84	41.00	21.90	2.38	.10	2.94	.03
(Chances, 2 in 100 of a true difference in favor of LIC)							
SIC	39	41.08	15.57	2.49			
LIT	84	41.00	21.90	2.38	.08	3.44	.02
(Chances, 1 in 100 of a true difference in favor of LIC)							

The mean scores of the students in the residential towns varied widely as may be seen in Table XXI. Factors affecting the high score of the small residential town (SRT) and the low score of the large residential town (LRTa) have been discussed previously.

TABLE XIX. (Cont'd.)

Group	N.	S.E.	D.F.	S.E.	D.F.	N.
LIT	44	47.52	19.02	2.87	19.02	1.92
LIT	44	47.52	19.02	2.87	19.02	1.92

The mean scores of the industrial communities listed and small, were almost identical as indicated by the critical ratios, the largest of which is .05. The comparison of the mean scores of these communities is shown in Table XX.

TABLE XX. COMPARISON OF MEAN SCORES OF STUDENTS LIVING IN INDUSTRIAL AREAS

Group	N.	S.E.	D.F.	S.E.	D.F.	N.
LIT	44	47.52	19.02	2.87	19.02	1.92
LIT	44	47.52	19.02	2.87	19.02	1.92

The mean scores of the students in the residential towns varied widely as may be seen in Table XXI. Factors affecting the high score of the small residential town (LIT) and the low score of the large residential town (LIT) have been discussed previously.

TABLE XXII. (Cont'd)

Group	N.	M.	S.D.	S.E.	Diff.m	S.E.diff.	C.R.
LIT	84	41.00	21.90	2.38	6.55	3.73	1.75
SRT	44	47.55	19.05	2.87			
(Chances, 90 in 100 of true difference in favor of SRT)							
LIT	84	41.00	21.90	2.38	10.50	4.49	2.33
LRT(a)	30	30.50	20.90	3.81			
(Chances, 98 in 100 of true difference in favor of LIT)							
LIT	84	41.00	21.90	2.38	3	3.40	.88
LRT(b)	75	38.00	21.10	2.43			
(Chances, 62 in 100 of true difference in favor of LIT)							
SIC	39	41.08	15.57	2.49	10.58	4.55	2.33
LRT(a)	30	30.50	20.90	3.81			
(Chances, 98 in 100 of true difference in favor of SIC)							
SIC	39	41.08	15.57	2.49	3.08	3.48	.89
LRT(b)	75	38.00	21.10	2.43			
(Chances, 62 in 100 of true difference in favor of SIC)							
SIC	39	41.08	15.57	2.49	6.47	3.79	1.71
SRT	44	47.55	19.05	2.87			
(Chances, 90 in 100 of true difference in favor of SRT)							

One may conclude that the type of the community has little effect upon the amount of interest the student has in political affairs as evidenced by the comparison made of the mean scores obtained by students living in the various communities.

Discriminative Value of Items.

The following tables indicate the discriminative value of the items used in this inventory of political interest. Those items preceded by an asterisk are those which did not

TABLE XXII. (Cont'd.)

Group	N.	M.	S.D.	S.E.	D.F.	S.E.D.F.	C.R.
LIT	84	41.00	21.90	2.38	6.52	3.73	1.75
ERT	44	47.55	19.05	2.87			
(Changes, 90 in 100 of true difference in favor of ERT)							
LIT	84	41.00	21.90	2.38	10.50	4.49	2.53
LIT(a)	30	30.50	20.90	3.81			
(Changes, 98 in 100 of true difference in favor of LIT)							
LIT	84	41.00	21.90	2.38	3	5.40	.88
LIT(b)	75	38.00	21.10	2.43			
(Changes, 62 in 100 of true difference in favor of LIT)							
SIC	39	41.08	15.57	2.49	10.58	4.55	2.55
LIT(a)	30	30.50	20.90	3.81			
(Changes, 98 in 100 of true difference in favor of SIC)							
SIC	39	41.08	15.57	2.49	3.08	5.48	.89
LIT(b)	75	38.00	21.10	2.43			
(Changes, 62 in 100 of true difference in favor of SIC)							
SIC	39	41.08	15.57	2.49	6.47	5.79	1.71
ERT	44	47.55	19.05	2.87			
(Changes, 90 in 100 of true difference in favor of ERT)							

One may conclude that the type of the community has little effect upon the amount of interest the student has in political affairs as evidenced by the comparison made of the mean scores obtained by students living in the various communities.

Discriminative Value of Items.

The following tables indicate the discriminative value of the items used in this inventory of political interest. Those items preceded by an asterisk are those which did not

significantly discriminate between the criterion groups.¹

TABLE XXIII. DISCRIMINATIVE VALUE OF THE ITEMS IN SECTION I OF THE "PREFERENCE INDICATOR"

% of "Most Interesting" Answers Interest Groups					% of "Least Interesting" Answers Interest Groups				
Item	High	Low	Diff. %	C.R.	Item	High	Low	Diff. %	C.R.
1	96	24	72	7.6	1	0	32	32	3.2
2	68	16	52	4.4	2	12	52	40	3.4
3	68	4	64	6.4	3	4	56	52	4.8
*4	40	20	20	1.6	*4	4	16	12	1.4
*5	40	8	32	1.9	*5	8	56	48	4.3
*6	84	68	16	1.4	*6	16	16	16	2.3
*7	20	4	16	1.8	*7	40	68	28	2.1
*8	24	0	24	2.6	*8	36	40	4	.3
9	56	0	56	5.7	9	8	64	56	5.1
10	76	4	72	8.8	10	12	80	68	5.6
11	60	4	56	5.3	11	8	64	56	5.1
12	68	0	68	7.3	12	12	84	72	7.4
13	60	8	52	4.6	13	20	64	44	3.4
14	52	8	44	3.9	14	8	52	44	3.9
15	64	0	64	6.7	15	12	60	48	4.1
*16	52	20	32	2.5	*16	20	56	36	2.8
17	68	0	68	7.3	17	16	56	40	3.3
18	44	8	36	3.2	18	32	72	40	3.1
*19	32	16	16	1.4	*19	40	68	28	2.1
20	72	0	72	8.	20	12	80	68	6.6
21	40	4	36	3.6	21	28	64	36	3.8
22	52	16	40	3.1	22	12	64	52	4.5
23	72	4	68	5.3	23	12	68	56	4.9
*24	20	4	16	1.8	*24	28	64	36	2.8
25	72	12	60	5.4	25	8	60	52	4.6
26	64	4	60	5.8	26	16	72	56	4.8
27	56	4	52	4.1	27	12	56	44	3.7
28	56	12	44	3.7	28	16	56	40	3.2
29	52	0	52	5.2	29	24	84	60	3.4

1. The critical ratio of three is used throughout the item analysis as the criterion of a statistically significant difference.

1. The critical ratio of boxes is used throughout the item analysis as the criterion of a statistically significant difference.

TABLE XXIII. DISCRIMINATIVE VALUE OF THE ITEMS IN SECTION I OF THE "REFERENCE INDICATOR"

Item	Group I Low High Diff. C.R.				Group II Low High Diff. C.R.			
	Low	High	Diff.	C.R.	Low	High	Diff.	C.R.
1	24	32	8	1.4	24	32	8	1.4
2	24	32	8	1.4	24	32	8	1.4
3	24	32	8	1.4	24	32	8	1.4
4	24	32	8	1.4	24	32	8	1.4
5	24	32	8	1.4	24	32	8	1.4
6	24	32	8	1.4	24	32	8	1.4
7	24	32	8	1.4	24	32	8	1.4
8	24	32	8	1.4	24	32	8	1.4
9	24	32	8	1.4	24	32	8	1.4
10	24	32	8	1.4	24	32	8	1.4
11	24	32	8	1.4	24	32	8	1.4
12	24	32	8	1.4	24	32	8	1.4
13	24	32	8	1.4	24	32	8	1.4
14	24	32	8	1.4	24	32	8	1.4
15	24	32	8	1.4	24	32	8	1.4
16	24	32	8	1.4	24	32	8	1.4
17	24	32	8	1.4	24	32	8	1.4
18	24	32	8	1.4	24	32	8	1.4
19	24	32	8	1.4	24	32	8	1.4
20	24	32	8	1.4	24	32	8	1.4
21	24	32	8	1.4	24	32	8	1.4
22	24	32	8	1.4	24	32	8	1.4
23	24	32	8	1.4	24	32	8	1.4
24	24	32	8	1.4	24	32	8	1.4
25	24	32	8	1.4	24	32	8	1.4
26	24	32	8	1.4	24	32	8	1.4
27	24	32	8	1.4	24	32	8	1.4
28	24	32	8	1.4	24	32	8	1.4
29	24	32	8	1.4	24	32	8	1.4

1. The critical ratio of boxes is used throughout the item analysis as the criterion of a statistically significant difference.

TABLE XXIII. (Cont'd)

% of "Most Interesting" Answers Interest Groups					% of "Least Interesting" Answers Interest Groups				
Item	High	Low	Diff.%	C.R.	Item	High	Low	Diff.%	C.R.
30	64	0	64	6.7	30	4	68	64	6.4
31	72	0	72	8.0	31	8	60	52	4.6
32	40	0	40	4.1	32	32	84	52	4.4
33	80	8	72	7.5	33	12	80	68	6.6
34	72	0	72	8.0	34	0	64	64	6.7
35	72	0	72	8.0	35	8	92	84	11.1
36	32	0	32	3.3	36	12	88	76	8.3
37	56	0	56	5.7	37	20	80	60	7.9
38	52	4	48	4.5	38	28	92	64	6.1
39	56	0	56	5.7	39	8	80	72	8.7
40	48	4	44	4.1	40	20	88	68	6.6
*41	48	20	28	2.1	*41	16	40	24	2.0
42	44	0	44	4.4	42	24	80	56	4.8
43	96	28	68	6.9	43	4	36	32	3.1
44	60	4	56	5.0	44	16	72	56	4.8
45	48	8	40	3.5	*45	8	24	16	1.6
46	28	0	28	3.1	46	20	64	44	3.6
47	52	0	52	5.2	47	24	80	56	5.0
48	60	8	52	4.6	48	38	52	44	3.9
49	40	0	40	4.1	49	32	76	44	3.5
50	60	0	60	6.1	50	12	80	68	6.6
51	40	0	40	4.1	51	20	88	68	6.6
52	60	8	52	4.6	*52	8	36	28	2.5
53	44	0	44	4.5	53	36	60	24	6.9
54	56	0	56	5.7	54	16	84	68	6.6
55	72	4	68	6.9	55	8	88	80	9.5
56	48	0	48	4.8	56	16	92	76	8.5
57	60	8	52	4.6	57	16	84	68	6.6
58	52	0	52	5.2	58	8	76	68	6.8
59	48	4	44	4.1	59	20	64	44	3.5
60	84	4	80	9.8	60	0	84	84	11.5
61	92	20	72	7.5	61	0	52	52	5.2
62	76	8	68	6.8	62	4	64	60	5.8
63	56	0	56	5.7	63	8	84	76	8.4

TABLE XXIII. (Cont'd)

% of "Most Interesting" Answers				% of "Least Interesting" Answers			
Interest Groups		Less High Low Diff. R. C. R.		Interest Groups		Less High Low Diff. R. C. R.	
30	64	0	64	30	68	4	64
31	72	0	72	31	60	8	52
32	40	0	40	32	84	32	52
33	80	8	72	33	80	12	68
34	72	0	72	34	64	0	64
35	72	0	72	35	92	8	84
36	32	0	32	36	88	12	76
37	52	0	52	37	80	20	60
38	48	4	48	38	92	28	64
39	52	0	52	39	80	8	72
40	48	4	48	40	88	20	68
41	48	20	28	41	40	16	64
42	44	0	44	42	80	24	56
43	92	28	68	43	36	4	32
44	60	4	56	44	72	16	56
45	48	8	40	45	24	8	16
46	28	0	28	46	64	20	44
47	52	0	52	47	80	24	56
48	60	8	52	48	52	8	44
49	40	0	40	49	76	32	44
50	60	0	60	50	80	12	68
51	40	0	40	51	88	20	68
52	60	8	52	52	36	8	32
53	44	0	44	53	20	32	24
54	56	0	56	54	84	16	68
55	72	4	68	55	88	8	90
56	48	0	48	56	92	12	76
57	60	8	52	57	84	16	68
58	52	0	52	58	76	8	68
59	48	4	44	59	64	20	44
60	80	4	76	60	84	0	84
61	72	20	52	61	20	0	20
62	76	8	68	62	64	4	60
63	56	0	56	63	84	8	76

TABLE XXIV. DISCRIMINATIVE VALUE OF THE ITEMS IN SECTION II
OF THE "PREFERENCE INDICATOR"

% of "Most Interesting" Answers Interest Groups					% of "Least Interesting" Answers Interest Groups				
Item	High	Low	Diff. %	C.R.	Item	High	Low	Diff. %	C.R.
1	72	12	60	5.2	*1	4	20	16	1.3
2	72	0	72	7.8	2	4	64	60	5.8
3	68	20	48	3.9	*3	4	20	16	1.3
4	80	28	52	4.3	4	4	72	68	6.9
5	60	8	52	5.1	5	4	60	56	5.3
6	64	4	60	5.8	6	0	52	52	5.2
7	64	8	56	5.1	7	12	64	52	4.5
8	40	0	40	4.1	8	24	92	68	6.8
9	36	4	32	3.1	9	16	92	76	8.4
10	72	8	64	6.2	10	0	76	76	8.9
11	40	0	40	4.1	11	16	72	56	4.8
12	64	0	64	6.7	12	20	88	68	6.6
13	56	8	48	4.3	13	16	56	40	3.2
14	84	4	80	9.8	14	12	76	64	6.0
15	60	8	52	4.6	15	4	80	76	8.5
16	44	0	44	4.4	16	20	84	64	5.9
17	44	0	44	4.4	17	12	84	72	7.4
18	80	4	76	8.5	18	0	76	76	8.9
19	72	12	60	5.4	19	4	48	44	4.1
20	40	0	40	4.1	20	8	52	44	3.9
21	64	0	64	6.7	21	8	84	76	8.4
22	48	4	44	3.9	22	8	72	64	6.1
*23	56	40	16	1.2	*23	16	32	16	1.3
24	80	24	56	4.8	24	0	92	92	17.0
25	52	0	52	5.2	25	16	80	64	5.9
26	52	0	52	5.2	26	16	80	64	5.9
27	60	0	60	6.1	27	8	92	84	11.5
*28	44	12	32	2.7	*28	36	64	28	2.1
29	60	8	52	4.6	29	24	80	56	4.8
30	68	0	68	6.8	30	4	92	88	13.3
31	48	0	48	4.8	31	12	84	72	7.4
32	52	0	52	5.2	32	16	76	60	5.4
*33	32	4	28	2.8	33	20	76	56	5.0
34	60	8	52	4.6	*34	8	28	20	1.9
*35	20	0	20	2.5	*35	20	40	20	1.6
36	56	8	48	4.3	36	8	88	80	9.5

TABLE XLIV. DISCRIMINATIVE VALUE OF THE ITEMS IN SECTION II OF THE "TEMPERAMENT INDICATOR"

% of "Most Interesting" Answers % of "Least Interesting" Answers

Interest Interest
Groups Groups

Item High Low Diff. C.R. Item High Low Diff. C.R.

1	72	12	60	5.2	*1	4	20	12	8	1.2
2	72	0	72	7.8	2	4	64	60	4	5.8
3	68	20	48	3.9	*3	4	20	16	4	4.0
4	60	28	32	4.3	4	4	72	68	4	4.0
5	60	8	52	5.1	5	4	60	52	8	8.0
6	64	4	60	6.8	6	0	52	52	0	2.0
7	64	8	56	5.1	7	12	64	52	12	12.0
8	40	0	40	4.1	8	24	92	68	24	24.0
9	36	4	32	5.1	9	12	92	76	16	16.0
10	72	8	64	6.2	10	0	76	76	0	0.0
11	40	0	40	4.1	11	16	72	52	20	20.0
12	64	0	64	6.7	12	32	68	68	0	0.0
13	56	8	48	4.3	13	16	56	40	16	16.0
14	64	4	60	6.8	14	12	76	64	12	12.0
15	60	8	52	4.6	15	4	80	76	4	4.0
16	44	0	44	4.4	16	20	64	64	0	0.0
17	44	0	44	4.4	17	12	64	72	8	8.0
18	80	4	76	8.2	18	0	76	76	0	0.0
19	72	12	60	5.4	19	4	48	44	4	4.0
20	40	0	40	4.1	20	8	52	44	8	8.0
21	64	0	64	6.7	21	8	76	76	0	0.0
22	48	4	44	3.9	22	8	76	64	12	12.0
23	56	40	16	1.2	*23	16	32	16	16	16.0
24	60	24	36	4.8	24	0	92	92	0	0.0
25	52	0	52	5.2	25	16	60	64	4	4.0
26	52	0	52	5.2	26	16	60	64	4	4.0
27	60	0	60	6.1	27	8	92	84	8	8.0
28	44	12	32	3.7	*28	36	44	36	8	8.0
29	60	8	52	4.6	29	24	60	52	8	8.0
30	68	0	68	6.8	30	4	92	88	4	4.0
31	48	0	48	4.8	31	12	64	72	8	8.0
32	52	0	52	5.2	32	16	76	68	8	8.0
33	52	4	48	3.8	33	20	76	68	8	8.0
34	60	8	52	4.6	*34	8	92	88	4	4.0
35	60	0	60	6.0	35	20	60	52	8	8.0
36	56	8	48	4.8	36	8	92	88	4	4.0

TABLE XXIV. (Cont'd)

% of "Most Interesting" Answers Interest Groups					% of "Least Interesting" Answers Interest Groups				
Item	High	Low	Diff.	% C.R.	Item	High	Low	Diff.	% C.R.
37	64	4	60	5.8	37	24	88	64	6.0
38	72	12	60	5.4	38	8	60	52	4.6
39	44	0	44	4.4	39	12	96	84	11.2
40	76	4	72	7.8	40	20	92	72	7.5
41	52	12	40	3.4	41	0	80	80	10.0
42	72	0	72	8.0	42	8	88	80	9.5
43	40	0	40	4.2	43	28	76	48	3.9
44	56	4	52	4.9	44	8	92	84	11.5
45	36	12	24	6.7	45	36	64	28	6.7
46	56	4	52	4.9	46	8	68	60	5.6
47	40	0	40	4.1	47	24	76	52	4.3
*48	44	28	16	1.2	*48	16	60	44	3.6
49	60	0	60	6.1	49	24	88	64	8.8
50	68	0	68	7.4	50	12	72	60	5.4
51	64	4	60	5.8	51	8	72	64	6.1
52	64	0	64	6.7	52	16	88	72	7.4
53	48	4	44	4.4	53	24	72	48	3.9
54	56	0	56	5.7	54	8	76	68	6.8
55	76	4	72	7.7	55	4	88	84	11.2
*56	20	4	16	1.8	56	28	88	60	5.4
57	56	0	56	5.7	57	12	84	72	7.4
58	60	0	60	6.1	58	24	100	76	8.9
59	80	8	72	7.5	59	0	76	76	8.9
60	48	0	48	4.8	60	32	100	68	7.3
61	80	8	72	7.5	61	8	80	72	7.5
62	52	4	48	4.5	62	20	68	48	3.9
63	56	4	52	4.9	63	16	88	72	7.4

TABLE XXIV. (Cont'd.)

Item		Group		Diff. H.C.R.		Item		Group		Diff. H.C.R.	
High		Low		High		High		Low		High	
37	54	12	24	6.7	45	37	54	12	24	6.0	64
38	72	12	24	5.4	38	38	54	12	24	4.6	32
39	44	0	44	4.4	44	39	54	12	24	11.2	84
40	72	4	44	7.3	40	40	54	12	24	7.5	72
41	52	12	40	5.4	41	41	54	12	24	10.0	80
42	72	0	40	3.0	42	42	54	12	24	9.5	80
43	40	0	40	4.2	43	43	54	12	24	3.9	48
44	52	4	44	4.2	44	44	54	12	24	11.2	84
45	36	12	24	6.7	45	45	54	12	24	6.7	38
46	52	4	46	4.9	46	46	54	12	24	5.2	60
47	40	0	40	4.1	47	47	54	12	24	4.3	32
48	44	28	16	1.2	48	48	54	12	24	3.2	44
49	60	0	60	6.1	49	49	54	12	24	3.8	64
50	68	0	68	7.4	50	50	54	12	24	2.4	60
51	64	4	64	2.8	51	51	54	12	24	6.1	64
52	64	0	64	6.7	52	52	54	12	24	7.4	72
53	48	4	44	4.4	53	53	54	12	24	3.9	48
54	56	0	56	5.7	54	54	54	12	24	6.8	68
55	72	4	72	7.7	55	55	54	12	24	11.2	84
56	56	4	56	1.8	56	56	54	12	24	2.4	60
57	56	0	56	2.7	57	57	54	12	24	7.4	72
58	60	0	60	6.1	58	58	54	12	24	8.9	76
59	72	0	72	7.5	59	59	54	12	24	8.9	76
60	48	0	48	4.8	60	60	54	12	24	7.7	68
61	60	8	72	7.5	61	61	54	12	24	7.5	72
62	52	4	48	4.5	62	62	54	12	24	3.9	48
63	52	4	52	4.9	63	63	54	12	24	7.4	72

CHAPTER VI

CONCLUSIONS AND SUGGESTIONS FOR FURTHER STUDY

Conclusions.

The major problem of this investigation was to determine the interest of high school seniors in politics. It was first necessary to determine if the instrument used in the investigation successfully discriminated between criterion groups of students. According to the scores obtained by criterion groups of students, the "Preference Indicator" was successful in differentiating between those students who were interested in politics and those who were not.

Analysis of the scores showed that those students, assumed to be interested in politics, who frequently took part in political activities obtained the highest mean score. The students, assumed to be disinterested in politics, who rarely took part in such activities received the lowest mean score.

Those students, assumed to be interested in politics, who indicated that history was the subject in which they were most interested and in which they received their best marks obtained a mean score which was statistically significant in its superiority to the mean score obtained by students, assumed to be disinterested in politics, who designated history as the subject which they liked least and in which they received their worst mark.

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Achievement alone in the social studies area is no indication of the amount of political interest possessed by a student. This was evident by the similarity of the mean score received by "A" students, assumed to be interested in politics, and by "B" students, assumed to be disinterested in politics. The critical ratio indicated only thirty-nine chances out of a hundred that there was a true difference in favor of the "C" group.

To determine the extent of the political interest possessed by high school seniors, their scores were compared to the mean scores received by the criterion groups. Twenty-five per cent of the students were shown to be interested in politics in as much as their scores were higher than the mean score obtained by the criterion group of students, assumed to be interested in political affairs. Thirty-three per cent of the seniors obtained scores lower than the mean score of the criterion group assumed to be disinterested in politics. The largest number of students, representing forty-two per cent of the seniors included in the survey, obtained scores that were between the mean scores obtained by the criterion groups. The mean score of the total group of students was almost equally related to the mean scores of the criterion groups as evidenced by the critical ratios, 5.72 and 5.12. Thus the attitude of high school seniors toward politics may be considered one of the little interest or indifference as indicated by the scores obtained on the

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"Preference Indicator".

The results of the present study indicate that the interest of high school boys in political affairs, as evidenced by their mean score, is not significantly superior to that of the girls.

Students enrolled in the business courses obtained a higher political interest score than did students enrolled in the college preparatory and general courses. However, the difference in the means was not sufficiently significant to indicate a very superior interest.

Students who had been members of a "Problems of Democracy" class showed greater political interest than students who had not been members of such a class. The community in whose high school the seniors were required to take "Problems of Democracy" obtained scores which were very superior to those obtained by students attending schools where this was not a required subject. This investigator believes that the "Problems of Democracy" course was one factor that had a strong influence upon the higher political interest score of that particular group.

The size and type of community in which the high school senior lived was shown by the results of this study, to have little effect upon his amount of political interest.

The analysis of the 126 items included in the inventory disclosed that eighteen failed to discriminate between stu-

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Students who had been members of a "Problems of Democracy" class showed greater political interest than students who had not been members of such a class. The community in whose high school the seniors were required to take "Problems of Democracy" obtained scores which were very superior to those obtained by students attending schools where this was not a required subject. This investigator believes that the "Problems of Democracy" course was one factor that had a strong influence upon the higher political interest score of that particular group.

The size and type of community in which the high school senior lived was shown by the results of this study, to have little effect upon his amount of political interest. The analysis of the 136 items included in the inventory disclosed that eighteen failed to discriminate between stu-

dents who were interested in politics and those who were not.

Suggestions for Further Study.

Further investigation would establish to a finer degree the discriminatory value of the items in the "Preference Indicator". Items, which in this investigation, were discovered not to discriminate significantly between the criterion groups should be discarded. Those items which were not understood by the students should be rephrased. The inventory could then be given to larger criterion groups and an item analysis of their responses should be more valid than one based on only twenty-five cases.

Students' scores on a test of political information could be compared with the scores they received on the "Preference Indicator" to determine the degree of correlation between their political interest and information scores.

The responses of students who designated a certain subject area as being most interesting to them, could be analyzed to determine the frequency with which they selected items related to that field.

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Extension of the inventory to include items in which students are given an opportunity to choose different types of activities would provide further indication of their interests.

DIRECTIONS TO PARTICIPANTS

1. Please see that the girls receive Form A, containing also economic activities and that the boys receive Form B, containing industrial and agricultural activities.
2. Do not tell the students the purpose of the Preference Indicator is to measure their political interest.
3. Do tell the students you are going to give them some questions to answer.

APPENDIX

- a) The purpose of the Preference Indicator is to measure which activities are most interesting to high school students.
- b) Fill in all of the front page except for the chart at the bottom.
- c) Read carefully the directions on the second page before indicating your preferences.
- d) Some of the items have been repeated. In every group choose the activities that interest you the most and the least regardless of whether or not you have previously chosen these particular items.
- e) Your score will not affect any school work.
- f) You have one class period in which to do this, so do not spend too long a time on any one group.

*The girls will make the following corrections:
 In Section II item 5b should be Stenographer and
 item 6b should be Cabinetmaker

APPENDIX

DIRECTIONS FOR ADMINISTERING

1. Please see that the girls receive Form A, containing home economic activities and that the boys receive Form B, containing industrial art activities.
2. Do not tell the students that the purpose of the Preference Indicator is to measure their political interest.
3. Do tell the students the following after they have received the booklets.
 - a) The purpose of the Preference Indicator is to discover which activities connected with various school subjects are most interesting to high school seniors.
 - b) Fill in all of the front page except for the chart at the bottom.
 - c) Read carefully the directions on the second page before indicating your preferences.
 - d) Some of the items have been repeated. In every group chose the activities that interest you the most and the least regardless of whether or not you have previously chosen those particular items.
 - e) Your score will not affect any school mark.
 - *
f) You have one class period in which to do this, do not spend too long a time on any one group.

*The boys will make the following corrections:
in Section II item 51b should be Stonemason and
item 61b should be Cabinetmaker.

DISCUSSION: RESEARCH RESULTS

1. The first group of subjects, who were given the experimental treatment, showed a significant improvement in their performance on the task compared to the control group. This improvement was observed in all three measures of performance: speed, accuracy, and consistency.
2. The second group of subjects, who were given the control treatment, showed no significant improvement in their performance on the task compared to the control group. This lack of improvement was observed in all three measures of performance: speed, accuracy, and consistency.
3. The third group of subjects, who were given the experimental treatment, showed a significant improvement in their performance on the task compared to the control group. This improvement was observed in all three measures of performance: speed, accuracy, and consistency.
4. The fourth group of subjects, who were given the control treatment, showed no significant improvement in their performance on the task compared to the control group. This lack of improvement was observed in all three measures of performance: speed, accuracy, and consistency.
5. The fifth group of subjects, who were given the experimental treatment, showed a significant improvement in their performance on the task compared to the control group. This improvement was observed in all three measures of performance: speed, accuracy, and consistency.
6. The sixth group of subjects, who were given the control treatment, showed no significant improvement in their performance on the task compared to the control group. This lack of improvement was observed in all three measures of performance: speed, accuracy, and consistency.
7. The seventh group of subjects, who were given the experimental treatment, showed a significant improvement in their performance on the task compared to the control group. This improvement was observed in all three measures of performance: speed, accuracy, and consistency.
8. The eighth group of subjects, who were given the control treatment, showed no significant improvement in their performance on the task compared to the control group. This lack of improvement was observed in all three measures of performance: speed, accuracy, and consistency.
9. The ninth group of subjects, who were given the experimental treatment, showed a significant improvement in their performance on the task compared to the control group. This improvement was observed in all three measures of performance: speed, accuracy, and consistency.
10. The tenth group of subjects, who were given the control treatment, showed no significant improvement in their performance on the task compared to the control group. This lack of improvement was observed in all three measures of performance: speed, accuracy, and consistency.

The data will make the following conclusions:
In Section II the first group of subjects showed a significant improvement in their performance on the task compared to the control group. This improvement was observed in all three measures of performance: speed, accuracy, and consistency.

Preference Indicator

1. Give the following information: age _____, sex _____.

2. Check (✓) the course you are taking. College preparatory ()
Business ()
Home economics ()
Industrial arts ()

If course is not listed, name here _____

3. By using the numbers 9, 10, 11, 12, indicate the grade or grades in which you studied:

Civics	()	American History	()
European History	()	Problems of Democracy	()
Other social studies	()		()

4. Opposite each statement put a check (✓) in the column headed by the word that best describes how often you:

the word that best describes how often you:

	frequently	sometimes	rarely
a) Listen to news broadcasts.....a)
b) Listen to news commentators.....b)
c) Listen to programs such as: Town Meeting of the Air) U. of Chicago Round Table).....c)
d) Discuss political affairs with parents.....d)
e) Discuss political affairs with friends.....e)
f) Discuss political affairs in school classes.....f)
g) Read political news columns.....g)

5. What subject do you like the best? _____
 What subject do you like the least? _____
 In what subject do you get your best mark? _____
 In what subject do you get your worst mark? _____

[illegible]

This preference recorder is divided into two sections. In section I you are offered a choice of places to visit and events to attend in connection with various school subjects. In section II you are offered a choice of people to interview. The directions for both sections are the same.

Read carefully each group of choices offered to you. Choose the place or person that interests you the most. Put a check (✓) opposite it in the M column. Choose the place or person that least interests you. Put a check (✓) opposite it in the L column.

Example: 1. a) museum.....a

M	L	?
	✓	

b) caucus.....b

M	L	?
	✓	

c) observatory.....c

M	L	?

In the example the student was most interested in visiting an observatory and therefore placed a check opposite the word observatory in the M column. He was least interested in going to a caucus and therefore checked the word caucus in the L column.

In some groups you may not know what is meant by a certain place or person named. Put checks opposite those items you do not understand in the column headed by the question mark. Do not put any checks in the M or L columns for the groups in which you do not understand all the items.

In considering a group of items do not be influenced by any choice you have made in a previous group. Do not be influenced by the distance you would have to travel to see the person or place but assume that all can be easily visited.

SECTION I

In each of the following groups of items you have a choice of places to visit or events to attend. Check according to directions.

		M	L	?
1	a) United States Senate.....a			
	b) Weather station.....b			
	c) Bookkeeping department.....c			
2	a) Newspaper publishing house.....a			
	b) Reproduction of colonial home.....b			
	c) United States House of Representatives.....c			
3	a) Police department.....a			
	b) City council meeting.....b			
	c) Business office.....c			
4	a) Airplane experimental laboratory.....a			
	b) State capitol building.....b			
	c) Bank.....c			
5	a) Book publishing house.....a			
	b) Exhibit of Indian relics.....b			
	c) Town hall.....c			
6	a) National Capitol.....a			
	b) Juvenile court session.....b			
	c) Purchasing department.....c			

INSTRUCTIONS

This preference question is divided into two sections. In section I you are offered a choice of places to visit and events to attend in connection with various school subjects. In section II you are offered a choice of people to interview. The directions for both sections are the same.

Read carefully each group of choices offered to you. Choose the place or person that interests you the most. Put a check (✓) opposite it in the I column. Choose the place or person that least interests you. Put a check (✓) opposite it in the II column.

Example: I. a) museum..... b) observatory..... c) observatory.....

In the example the student was most interested in visiting an observatory and therefore placed a check opposite the word observatory in the I column. He was least interested in going to a museum and therefore checked the word museum in the II column.

In some groups you may not know what is meant by a certain place or person named. Put checks opposite these items you do not understand in the column headed by the question mark. Do not put any check in the I or II column for the groups in which you do not understand all the items.

In completing a group of items do not be influenced by any choice you have made in a previous group. Do not be influenced by the class. Since you will have to travel to see the person or place you choose that all can be easily visited.

SECTION I

In each of the following groups of items you have a choice of places to visit or events to attend. Check according to directions.

1 a) United States Senate.....	.....
b) Weather station.....	.....
c) Microscopic department.....	.....
2 a) Newspaper publishing house.....	.....
b) Production of colonial items.....	.....
c) United States House of Representatives.....	.....
3 a) Police department.....	.....
b) City council meeting.....	.....
c) Business office.....	.....
4 a) Airplane experimental laboratory.....	.....
b) State capital building.....	.....
c) Bank.....	.....
5 a) Book publishing house.....	.....
b) Exhibit of Indian relics.....	.....
c) Town hall.....	.....
6 a) National Capitol.....	.....
b) University church service.....	.....
c) Purchasing department.....	.....

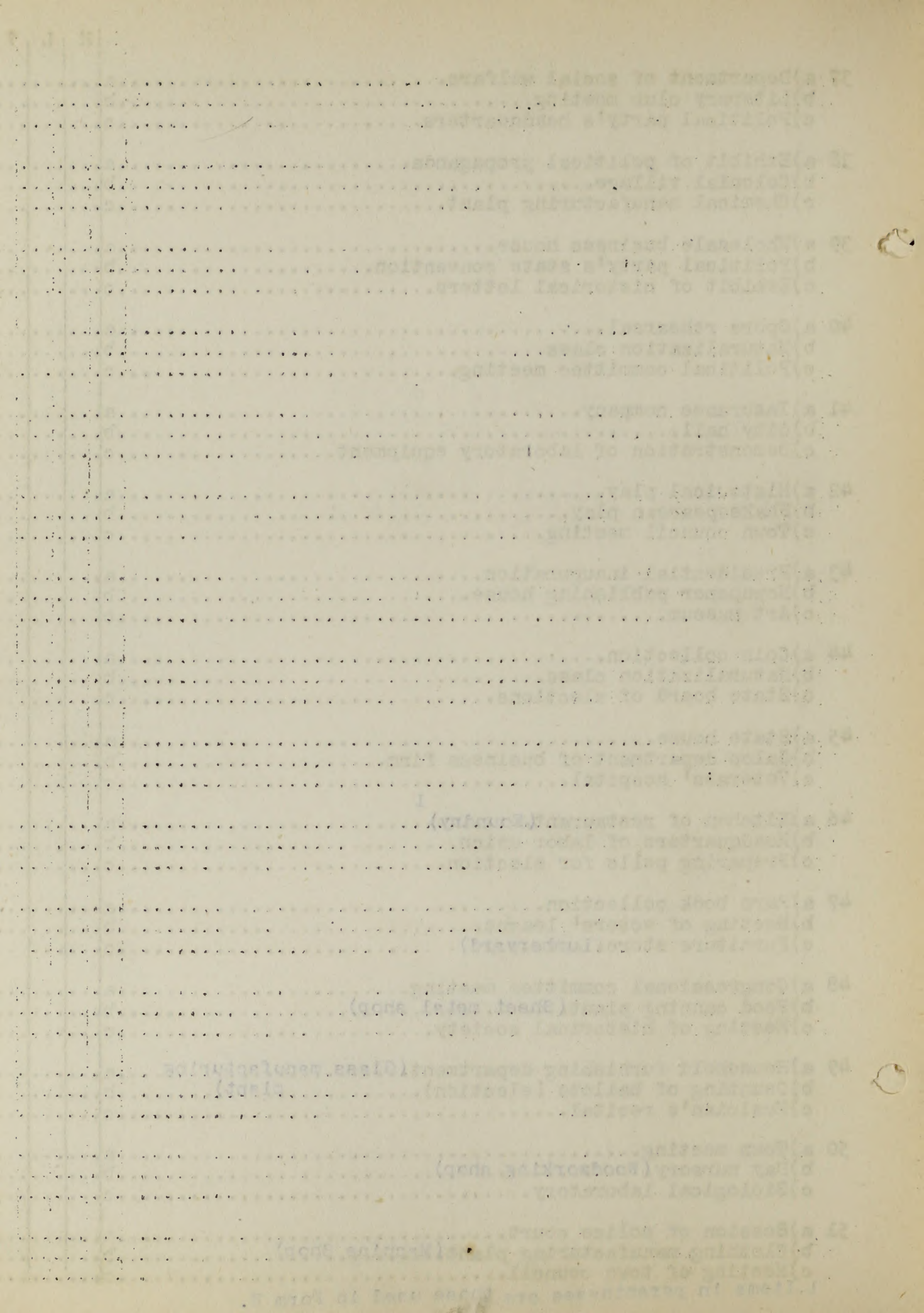
		M	L	?
7	a)Symphony concert.....	a	.....	.....
	b)Meeting of civic reform group.....	b	.....	.....
	c)School of journalism.....	c	.....	.....
8	a)Exhibit of political campaign propaganda.....	a	.....	.....
	b)Exhibit of war propaganda.....	b	.....	.....
	c)Demonstration of laboratory equipment.....	c	.....	.....
9	a)Child welfare bureau.....	a	.....	.....
	b)Political rally.....	b	.....	.....
	c)Historical society's museum.....	c	.....	.....
10	a)Exhibit of modern painting.....	a	.....	.....
	b)Home of famous author.....	b	.....	.....
	c)Primary election.....	c	.....	.....
11	a)Local historical site.....	a	.....	.....
	b)Jail.....	b	.....	.....
	c)Polls on election day.....	c	.....	.....
12	a)Electric power station.....	a	.....	.....
	b)Sculptor's studio.....	b	.....	.....
	c)Demonstration of voting equipment.....	c	.....	.....
13	a)Shakespearean play.....	a	.....	.....
	b)Governor's inauguration.....	b	.....	.....
	c)State sanitarium.....	c	.....	.....
14	a)Town meeting.....	a	.....	.....
	b)Old newspaper files.....	b	.....	.....
	c)Place where stars and planets are studied.....	c	.....	.....
15	a)Choir performance.....	a	.....	.....
	b)Political rally.....	b	.....	.....
	c)Place that manufactures laboratory equipment.....	c	.....	.....
16	a)Library.....	a	.....	.....
	b)Government housing project.....	b	.....	.....
	c)Meeting to change state constitution.....	c	.....	.....
17	a)Colonial battlefield.....	a	.....	.....
	b)Meeting of state legislature.....	b	.....	.....
	c)Demonstration of office equipment.....	c	.....	.....
18	a)Checking of voting lists.....	a	.....	.....
	b)Health department.....	b	.....	.....
	c)Stained glass window studio.....	c	.....	.....
19	a)Counting of election ballots.....	a	.....	.....
	b)Meeting of chamber of commerce.....	b	.....	.....
	c)Exhibit of historical documents.....	c	.....	.....
20	a)Parole board.....	a	.....	.....
	b)Symphony orchestra rehearsal.....	b	.....	.....
	c)State convention of a political party.....	c	.....	.....
21	a)Marine laboratory (study sea life).....	a	.....	.....
	b)Congressional committee meeting.....	b	.....	.....
	c)Naturalization proceedings.....	c	.....	.....

		M	L	?
22	a) Better Business Bureau.....	a	.	.
	b) Counting of election ballots.....	b	.	.
	c) Short story writer's class.....	c	.	.
23	a) Exhibit of historical autographs.....	a	.	.
	b) Session of state legislature.....	b	.	.
	c) Exhibit of early musical instruments.....	c	.	.
24	a) Book week exhibit.....	a	.	.
	b) Place where stocks are bought and sold.....	b	.	.
	c) Meeting of voter's league.....	c	.	.
25	a) Exhibit of etchings.....	a	.	.
	b) Meeting of historical society.....	b	.	.
	c) Town meeting.....	c	.	.
26	a) Natural science museum.....	a	.	.
	b) Voting place on election day.....	b	.	.
	c) Bureau for the blind.....	c	.	.
27	a) Political committee meeting.....	a	.	.
	b) Office of dealer in stocks and bonds.....	b	.	.
	c) Exhibit of primitive art.....	c	.	.
28	a) Primary election.....	a	.	.
	b) Oil refinery.....	b	.	.
	c) Library.....	c	.	.
29	a) Place described in a story or play.....	a	.	.
	b) Fish hatchery.....	b	.	.
	c) Preparing the polls for elections.....	c	.	.
30	a) Exhibit of oriental art.....	a	.	.
	b) Meeting of political party's leaders.....	b	.	.
	c) Meeting of manufacturers.....	c	.	.
31	a) Exhibit of laboratory equipment.....	a	.	.
	b) Library.....	b	.	.
	c) Session of state legislature.....	c	.	.
32	a) Private employment agency.....	a	.	.
	b) Collection of first editions.....	b	.	.
	c) Checking of voting lists.....	c	.	.
33	a) Meeting to change state constitution.....	a	.	.
	b) Music library.....	b	.	.
	c) Exhibit of early manuscripts.....	c	.	.
34	a) Exhibit of Egyptian art.....	a	.	.
	b) State convention of a political party.....	b	.	.
	c) Private loan company.....	c	.	.
35	a) Political rally.....	a	.	.
	b) Musical instrument factory.....	b	.	.
	c) Physics laboratory.....	c	.	.
36	a) Industrial research laboratory.....	a	.	.
	b) City council meeting.....	b	.	.
	c) Police department.....	c	.	.

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		M	L	?
37	a) Department of social welfare.....	a		
	b) Literary club meeting.....	b		
	c) Political party's headquarters.....	c		
38	a) Exhibit of political propaganda.....	a		
	b) Colonial village.....	b		
	c) Chemical manufacturing plant.....	c		
39	a) Wholesale business house.....	a		
	b) Political party's state convention.....	b		
	c) Exhibit of historical letters.....	c		
40	a) Opera rehearsal.....	a		
	b) Naturalization class.....	b		
	c) Political committee meeting.....	c		
41	a) Insurance company.....	a		
	b) City hall.....	b		
	c) Demonstration of laboratory equipment.....	c		
42	a) Historical play.....	a		
	b) Shakespearean play.....	b		
	c) Town council meeting.....	c		
43	a) Presidential inauguration.....	a		
	b) Newspaper publishing house.....	b		
	c) Art museum.....	c		
44	a) Coin collection.....	a		
	b) Naturalization class.....	b		
	c) State board of elections.....	c		
45	a) State house.....	a		
	b) Sales department of business firm.....	b		
	c) Veterans' hospital.....	c		
	1			
46	a) Kitchen of restaurant(Foundry).....	a		
	b) Headquarters of labor union.....	b		
	c) Preparing polls for election.....	c		
47	a) Rare book collection.....	a		
	b) Meeting of voters' league.....	b		
	c) Furniture store(Lumberyard).....	c		
48	a) Congressional committee meeting.....	a		
	b) Food canning plant(Sheet metal shop).....	b		
	c) Meeting of historical society.....	c		
49	a) Household furnishing department(Glass manufacturing	a		
	b) Counting of ballots (election).....(plant).....	b		
	c) Musician's recital.....	c		
50	a) Town meeting.....	a		
	b) Day nursery(Woodworking shop).....	b		
	c) Biological laboratory.....	c		
51	a) Session of police court.....	a		
	b) Clothing manufacturing plant(Machine Shop).....	b		
	c) Meeting of town council.....	c		

1. Items in parentheses are those used in Form B.



		M	L	?
52a) Political party's headquarters	a	.	.	.
b) Demonstration of household equipment (Textile.mill)	b	.	.	.
c) Department of social welfare	c	.	.	.
53a) Food freezing demonstration (Steel.mill)	a	.	.	.
b) Exhibit of historical letters	b	.	.	.
c) State board of elections	c	.	.	.
54a) Colonial cemetery	a	.	.	.
b) Exhibit of political propaganda	b	.	.	.
c) Dressmaking class (Auto.repair shop)	c	.	.	.
55a) Political party's state convention	a	.	.	.
b) Home canning demonstration (Welding.shop)	b	.	.	.
c) Collection of first editions	c	.	.	.
56a) Cooking demonstration (Airplane maintenance shop)	a	.	.	.
b) Rare book collection	b	.	.	.
c) Congressional committee meeting	c	.	.	.
57a) Retail business firm	a	.	.	.
b) Registration of voters	b	.	.	.
c) Cooking school (Radio repair.shop)	c	.	.	.
58a) Demonstration of business machines	a	.	.	.
b) Sewing demonstration (Plastics.manufacturing.plant)	b	.	.	.
c) Town council meeting	c	.	.	.
59a) Day nursery (Building construction)	a	.	.	.
b) City hall	b	.	.	.
c) Chemistry laboratory	c	.	.	.
60a) Presidential nominating convention	a	.	.	.
b) Aquarium	b	.	.	.
c) Fabric shop (Tool.making.shop)	c	.	.	.
61a) United Nations General Assembly	a	.	.	.
b) Model furnished house (Blueprinting.shop)	b	.	.	.
c) Art club	c	.	.	.
62a) Fashion show (Drafting room)	a	.	.	.
b) Opera	b	.	.	.
c) Presidential inauguration	c	.	.	.
63a) Voters' league meeting	a	.	.	.
b) Building inspector	b	.	.	.
c) Cooking editor (Shipyard)	c	.	.	.

[illegible]

SECTION II

In the following groups you are given a choice of people to interview. Check according to directions.

		M	L	?
1	a) Certified public accountant.....	a		
	b) United Nations delegate.....	b		
	c) Atomic physicist.....	c		
2	a) Indian War veteran.....	a		
	b) U.S. representative.....	b		
	c) Writer of radio scripts.....	c		
3	a) Foreign ambassador.....	a		
	b) Auditor.....	b		
	c) Prison warden.....	c		
4	a) Office manager.....	a		
	b) Radio engineer.....	b		
	c) Governor.....	c		
5	a) Reporter.....	a		
	b) Secretary of State.....	b		
	c) Archaeologist (studies ruins of past civilizations)....	c		
6	a) Juvenile court investigator.....	a		
	b) Head bookkeeper.....	b		
	c) Candidate for national office.....	c		
7	a) Official of state government.....	a		
	b) Pianist.....	b		
	c) Journalist.....	c		
8	a) Political party worker.....	a		
	b) Weather forecaster.....	b		
	c) Chairman of medical board.....	c		
9	a) Food and drug inspector.....	a		
	b) City councilman.....	b		
	c) World War I veteran.....	c		
10	a) Sculptor.....	a		
	b) Interpreter.....	b		
	c) Attorney general.....	c		
11	a) City manager.....	a		
	b) Head of a reformatory.....	b		
	c) Authority on Indian folklore.....	c		
12	a) Forester.....	a		
	b) Community's oldest inhabitant.....	b		
	c) Delegate to state political convention.....	c		
13	a) Prominent politician.....	a		
	b) Biologist.....	b		
	c) Historian.....	c		
14	a) Deep sea life authority.....	a		
	b) Landscape architect.....	b		
	c) Member of the cabinet.....	c		

		M	L	?
15	a) Candidate for state office.....	a		
	b) Laboratory technician.....	b		
	c) Symphony orchestra conductor.....	c		
16	a) Jury foreman.....	a		
	b) Modern novelist.....	b		
	c) Leader of minority party in state legislature.....	c		
17	a) Textile designer.....	a		
	b) City doctor.....	b		
	c) Member of political party.....	c		
18	a) Officials of town government.....	a		
	b) Probation officer.....	b		
	c) Harpist.....	c		
19	a) Mayor's campaign manager.....	a		
	b) Public stenographer.....	b		
	c) Custodian of a historical site.....	c		
20	a) Authority on local history.....	a		
	b) Executive secretary of a business firm.....	b		
	c) Member of state legislature.....	c		
21	a) Playwright.....	a		
	b) Judge in juvenile court.....	b		
	c) Delegate to national political convention.....	c		
22	a) Publicity writer for political party.....	a		
	b) Keeper of historical documents.....	b		
	c) Maker of violins.....	c		
23	a) City hall reporter.....	a		
	b) Production manager.....	b		
	c) Book editor.....	c		
24	a) Piano tuner.....	a		
	b) Billing clerk.....	b		
	c) Town clerk.....	c		
25	a) Member of state board of elections.....	a		
	b) Proof reader (checks printer's proof for errors).....	b		
	c) Seismologist (studies earthquakes).....	c		
26	a) Labor union official.....	a		
	b) Surrealist artist.....	b		
	c) Person who helps to draw up political party's platform.....	c		
27	a) National chairman of political party.....	a		
	b) Writer of biographies.....	b		
	c) Designer of ships' engineering equipment.....	c		
28	a) Maker of historical maps.....	a		
	b) Architect.....	b		
	c) Person who checks the identity of voters at the polls.....	c		

- 12 a candidate for state office.....
- 13 laboratory technician.....
- 14 laboratory technician.....
- 15 a party foreman.....
- 16 a party foreman.....
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- 100 a party foreman.....

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|----|---|---|---|---|
| 29 | a) Buyer of equipment and materials for a business..... | a | | |
| | b) Reader of manuscripts before they are published..... | b | | |
| | c) The member of the legislature whose job it is to keep
legislators of his party "in line"..... | c | | |
| 30 | a) Policewoman..... | a | | |
| | b) Pharmacist..... | b | | |
| | c) Leader of majority party in state legislature..... | c | | |
| 31 | a) Prison chaplain..... | a | | |
| | b) Bank cashier..... | b | | |
| | c) Candidate for state office..... | c | | |
| 32 | a) Radio script writer..... | a | | |
| | b) Person who helps write political party's platform..... | b | | |
| | c) Financial page editor..... | c | | |
| 33 | a) Person who studies development and customs of man..... | a | | |
| | b) Poet..... | b | | |
| | c) Town clerk..... | c | | |
| 34 | a) Governor..... | a | | |
| | b) Spanish-American War veteran..... | b | | |
| | c) Jewelry designer..... | c | | |
| 35 | a) Labor union official..... | a | | |
| | b) Maker of historical maps..... | b | | |
| | c) City officials..... | c | | |
| 36 | a) Choir director..... | a | | |
| | b) Salesman..... | b | | |
| | c) Town clerk..... | c | | |
| 37 | a) Drama Critic..... | a | | |
| | b) Still life painter..... | b | | |
| | c) Candidate for local office..... | c | | |
| 38 | a) Member of the cabinet..... | a | | |
| | b) Director of veterans' rehabilitation center..... | b | | |
| | c) Author of historical fiction..... | c | | |
| 39 | a) Member of a jury..... | a | | |
| | b) Librarian..... | b | | |
| | c) Member of a political party's nominating committee..... | c | | |
| 40 | a) Art critic..... | a | | |
| | b) Astronomer..... | b | | |
| | c) Member of state legislature..... | c | | |
| 41 | a) Mayor's campaign manager..... | a | | |
| | b) Director of public welfare..... | b | | |
| | c) Botanist..... | c | | |
| 42 | a) Aeronautical engineer..... | a | | |
| | b) Bank manager..... | b | | |
| | c) Candidate for national office..... | c | | |
| 43 | a) Electrical engineer..... | a | | |
| | b) Town councilman..... | b | | |
| | c) Civil War veteran..... | c | | |

Buyer of equipment and materials for a business
Member of legislature before they are published
The member of the legislature whose job it is to keep
legislature of his party in line

Police officer
Member of legislature
Member of legislature

Police officer
Member of legislature
Member of legislature

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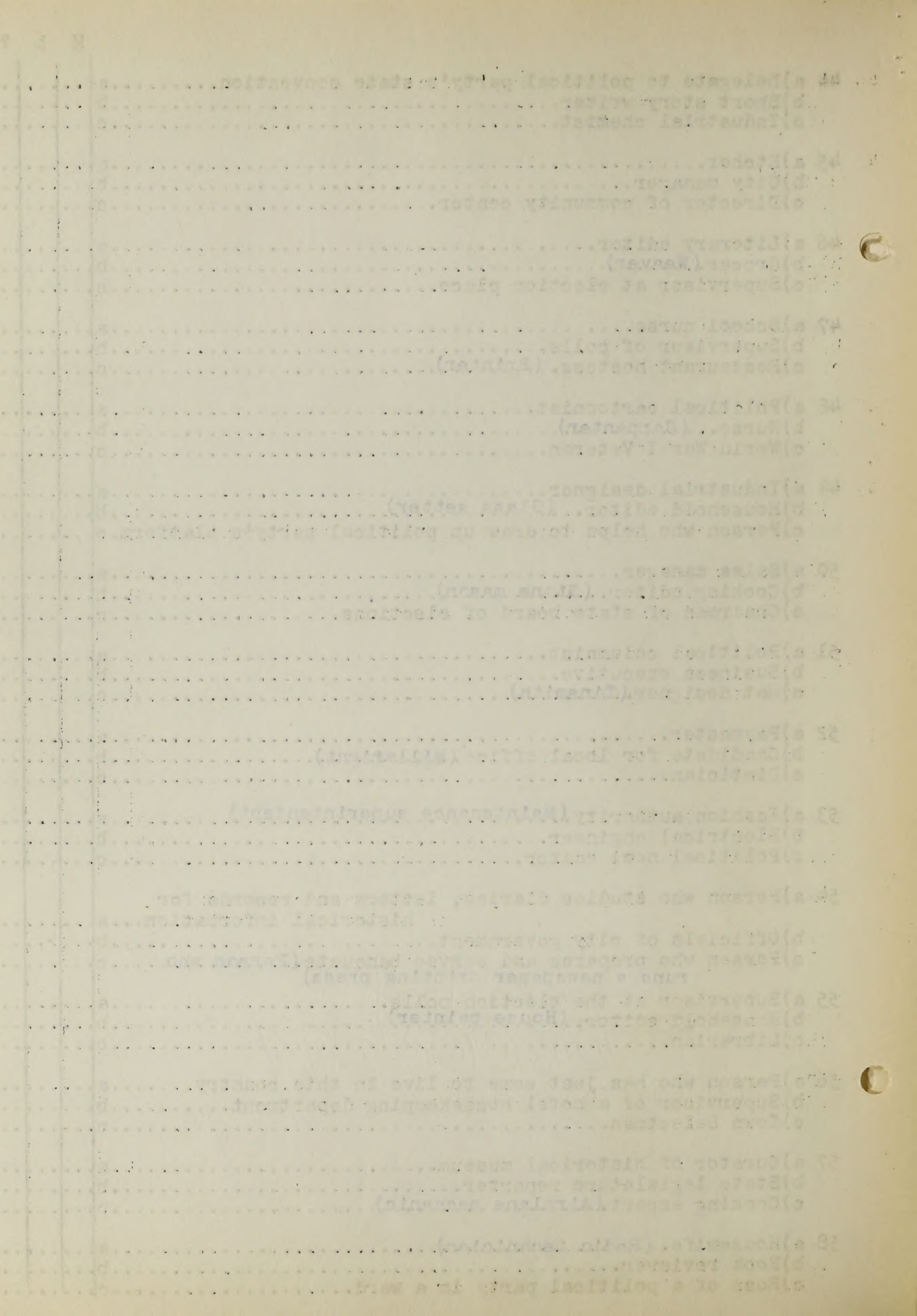
Police officer
Member of legislature
Member of legislature

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44	a) Delegate to political party's state convention.....	a		
	b) Short story writer.....	b		
	c) Industrial chemist.....	c		
45	a) Etcher.....	a		
	b) City manager.....	b		
	c) Director of community center.....	c		
46	a) Literary editor.....	a		
	b) Grocer. (Weaver).....	b		
	c) Supervisor at election place.....	c		
47	a) School nurse.....	a		
	b) Supervisor of polls.....	b		
	c) Restaurant hostess. (Printer).....	c		
48	a) Political cartoonist.....	a		
	b) Nurse... (Carpenter).....	b		
	c) World War I Veteran.....	c		
49	a) Industrial designer.....	a		
	b) Household editor.. (Glass setter).....	b		
	c) Person who helps to draw up political party's platform.....	c		
50	a) Sales manager.....	a		
	b) Cooking editor. (Stone mason).....	b		
	c) Chairman of state board of elections.....	c		
51	a) Political columnist.....	a		
	b) Business executive.....	b		
	c) Hat designer. (Tinsmith).....	c		
52	a) Paymaster.....	a		
	b) Candidate for local office (Millwright).....	b		
	c) Dietician.....	c		
53	a) Fashion authority (Maintenance superintendent).....	a		
	b) Electrical engineer.....	b		
	c) Political news editor.....	c		
54	a) Person who studies diaries, letters and records for historical information...a	a		
	b) Officials of city government.....	b		
	c) Person who prepares and serves banquets (Person who runs a newspaper printing press).....	c		
55	a) Supervisor at the election polls.....	a		
	b) Household editor. (House painter).....	b		
	c) Librarian.....	c		
56	a) Person who has just come to live in this country.....	a		
	b) Supervisor of a hotel housekeeping department.....	b		
	c) Town Selectman.....	c		
57	a) Curator of historical museum.....	a		
	b) State legislature reporter.....	b		
	c) Cooking expert. (Airplane mechanic).....	c		
58	a) Housewife. (Radio technician).....	a		
	b) Book reviewer.....	b		
	c) Boss of a political party in a ward.....	c		



- 59a) Mayor. a
- b) Nurse. (Die maker). b
- c) Concert singer , c

- 60a) Social service worker. a
- b) Women's tailor .(Type.setter). b
- c) Member of political nominating committee c

- 61a) U. S. Senator. a
- b) Interior decorator (Cabinetmaker). b
- c) Costume designer c

- 62a) Dressmaker (Carpenter) a
- b) Research chemist. b
- c) Political cartoonist c

- 63a) Grocer (Printer). a
- b) Sea shore life authority b
- c) Supervisor of polls. c

ITEMS RANKED ACCORDING TO THE INTEREST
OF HIGH SCHOOL SENIORS.

The following lists are of places, events and people that could be visited by students in connection with certain school subjects. Items in the "Preference Indicator" were taken from these. The number preceeding each item indicates the numerical difference between the students who indicated that the item was among those most interesting to them and those students who indicated that the item was among those in which they were least interested. A negative number indicates that the item was more often indicated as being among the least interesting.

POLITICAL ITEMS

(Ranked according to the interest of nineteen students).

Places and Events

15:United Nations General
Assembly
15:U.S.Senate
13:House of Representatives
13:City council meeting
11:State House
11:Presidential inauguration
11:Town hall
10:National Capitol
10:City hall
7:Civic reform group's
meeting
7:Exhibit of political cam-
paign propaganda
7:Polls on election day

People

17:United Nations delegate
17:U.S.Senator
17:U.S.Representative
16:Foreign ambassador
16:Governor
14:Secretary of State
13:Candidate for national
office
11:Mayor
11:Political cartoonist
10:Political news editor
9:Councilman
8:Attorney general
8:City manager
8:Political news columnist

ITEMS RANKED ACCORDING TO THE INTEREST OF HIGH SCHOOL SENIORS.

The following lists are of places, events and people that could be visited by students in connection with certain school subjects. Items in the "Preference Indicator" were taken from these. The number preceding each item indicates the numerical difference between the students who indicated that the item was among those most interesting to them and those students who indicated that the item was among those in which they were least interested. A negative number indicates that the item was more often indicated as being among the least interesting.

POLITICAL ITEMS

(Ranked according to the interest of nineteen students).

Places and Events	People
15: United Nations General Assembly	14: United Nations delegate
15: U.S. Senate	14: U.S. Senator
13: House of Representatives	14: U.S. Representative
13: City council meeting	16: Foreign ambassador
11: State House	16: Governor
11: Presidential inauguration	14: Secretary of State
11: Town hall	13: Candidate for national office
10: National Capitol	11: Mayor
10: City hall	11: Political cartoonist
7: Civic reform group's meeting	10: Political news editor
7: Exhibit of political campaign programs	9: Councilman
7: Polls on election day	8: Attorney General
	8: City manager
	8: Political news columnist

POLITICAL ITEMS (cont.)

- 6:Primary election
- 6:Presidential nominating convention
- 5:Meeting of town council
- 4:Demonstration of voting equipment
- 4:Governor's inauguration
- 4:Town meeting
- 3:Registration of voters
- 3:Political rally
- 3:Constitutional convention
- 2:Session of state legislature
- 0:Congressional committee meeting
- 1:Counting of ballots
- 3:Checking of voting lists
- 4:State board of elections
- 4:Political party's state convention
- 5:Voters' League meeting
- 7:Preparing polls for election
- 8:Political committee meeting
- 8:Political party's headquarters
- 8:Delegate to national political party's convention
- 7:Candidate for state office
- 7:Cabinet member
- 6:Delegate to state convention
- 4:Candidate for local office
- 3:Minority leader
- 3:Prominent politician
- 3:Member of state legislature
- 2:Town hall officials
- 2:Non-voter
- 1:Ward boss
- 1:Party member
- 1:Majority leader
- 1:City hall reporter
- 0:Writer of political propaganda
- 0:State legislature reporter
- 0:Party worker
- 0:Party whip
- 1:Challenger at polls
- 2:City officials
- 2:National chairman of political party
- 3:Selectman
- 3:Chairman of state board of elections
- 4:Member of political party's platform committee
- 6:Town clerk
- 8:Member of political party's nominating committee
- 10:Supervisor of election place

BUSINESS ITEMS

(Ranked according to the interests of twenty-seven students)

Places and Events

- 21:Bookkeeping department
- 20:Bank
- 12:Business office
- 11:Purchasing department
- 11:Sales department

People

- 13:Auditor
- 12:Office manager
- 10:Certified public accountant
- 10:Filing clerk

POLITICAL ITEMS (cont.)

6: Primary election
 6: Presidential nominating
 convention
 5: Meeting of town council
 4: Demonstration of voting
 equipment
 4: Governor's inauguration
 4: Town meeting
 3: Registration of voters
 3: Political rally
 3: Constitutional convention
 2: Session of state legisla-
 ture
 0: Congressional committee
 meeting
 1: Counting of ballots
 3: Checking of voting lists
 4: State board of elections
 4: Political party's state
 convention
 5: Voters' league meeting
 7: Preparing polls for elec-
 tion
 8: Political committee meet-
 ing
 8: Political party's head-
 quarters

8: Delegate to national politi-
 cal party's convention
 7: Candidate for state office
 7: Cabinet member
 6: Delegate to state conven-
 tion
 4: Candidate for local office
 3: Minority leader
 3: Prominent politician
 3: Member of state legisla-
 ture
 2: Town hall officials
 2: Non-voter
 1: Ward boss
 1: Party member
 1: Majority leader
 1: City hall reporter
 0: Writer of political prop-
 aganda
 0: State legislature reporter
 0: Party worker
 0: Party whip
 1: Challenger at polls
 2: City officials
 2: National chairman of poli-
 tical party
 3: Selection
 3: Chairman of state board of
 elections
 4: Member of political party's
 platform committee
 6: Town clerk
 8: Member of political party's
 nominating committee
 10: Supervisor of election
 place

BUSINESS ITEMS

(Ranked according to the interests of twenty-seven students)

People

13: Auditor
 12: Office manager
 10: Certified public account-
 ant
 10: Billing clerk

Places and Events

21: Bookkeeping department
 20: Bank
 12: Business office
 11: Purchasing department
 11: Sales department

BUSINESS ITEMS (cont.)

- | | |
|---|-----------------------------|
| 9: Insurance company | 10: Head bookkeeper |
| 9: Payroll department | 8: Banker |
| 6: Shipping department | 8: Business executive |
| 5: Demonstration of
business machines | 6: Personnel manager |
| 4: Small retail business | 6: Bank teller |
| 3: Government employment
bureau | 5: Paymaster |
| 1: Demonstration of office
equipment | 3: Executive secretary |
| -1: Better Business Bureau | 3: Inventory clerk |
| -1: Office supply and
appliances | -1: Production manager |
| -2: Chamber of Commerce
meeting | -1: Public stenographer |
| -3: Wholesale business | -1: Purchasing agent |
| -3: Business library | -4: Sales manager |
| -3: Private employment
agency | -4: Stockbroker |
| -5: Stockbroker's office | -4: Credit manager |
| -6: National convention of
manufacturers | -6: Foreign exchange banker |
| -6: Credit Union | -6: International banker |
| -8: Stock Exchange | -6: Financial page editor |
| | -7: Statistician |
| | -7: Billing clerk |
| | -10: Retail merchant |
| | -10: Salesman |
| | -14: Bill collector |

HISTORY ITEMS

(Ranked according to the interests of twenty-four students)

Places and Events

- 18: Historical film
- 16: Exhibit of Indian relics
- 14: Replica of colonial village
- 14: Reproduction of colonial
home
- 13: Indian camp site
- 13: Exhibit of World War I
propaganda
- 11: Showing of old newsreel
- 8: Colonial graveyard
- 8: Colonial village
- 8: Historical play
- 6: Old newspaper files
- 5: Local historical site
- 4: Historical Society's museum
- 1: Colonial battlefield
- 1: Exhibit of historical
autographs

People

- 15: Indian War veteran
- 14: Spanish-American War
veteran
- 13: Archaeologist
- 11: World War I veteran
- 10: Civil War veteran
- 9: Producer of historical
film
- 8: Authority on Indian
folk lore
- 7: Community's oldest
inhabitant
- 5: Author of historical
fiction
- 4: Historian
- 4: Authority on local history
- 2: Custodian of historical
site

BUSINESS ITEMS (cont.)

- 10: Head bookkeeper
- 8: Banker
- 8: Business executive
- 5: Personnel manager
- 6: Bank teller
- 5: Paymaster
- 3: Executive secretary
- 3: Inventory clerk
- 1: Production manager
- 1: Public stenographer
- 1: Purchasing agent
- 4: Sales manager
- 4: Stockbroker
- 4: Credit manager
- 6: Foreign exchange broker
- 6: International banker
- 6: Financial page editor
- 7: Stationer
- 7: Billing clerk
- 10: Retail merchant
- 10: Salesman
- 14: Bill collector

- 3: Insurance company
- 3: Travel department
- 6: Shipping department
- 3: Operation of business machines
- 4: Retail business
- 3: Government employment board
- 1: Operation of office equipment
- 1: Better Business Bureau
- 1: Office supply and appliances
- 2: Chamber of Commerce meeting
- 3: Wholesale business
- 3: Business library
- 3: Private employment agency
- 5: Stockbroker's office
- 5: National convention of manufacturers
- 6: Credit Union
- 8: Stock Exchange

HISTORY ITEMS

(Ranked according to the interests of twenty-four students)

Places and Events

- 13: Historical film
- 15: Exhibit of Indian relics
- 14: Relics of colonial village
- 14: Reconstruction of colonial home
- 15: Indian camp site
- 15: Exhibit of World War I propaganda
- 11: Showings of old newspaper
- 6: Colonial graveyard
- 6: Colonial village
- 6: Historical play
- 6: Old newspaper files
- 6: Local historical site
- 4: Historical Society's museum
- 1: Colonial battlefield
- 1: Exhibit of historical autographs

People

- 12: Indian War veteran
- 14: Spanish-American War veteran
- 15: Archaeologist
- 11: World War I veteran
- 10: Civil War veteran
- 9: Producer of historical film
- 8: Authority on Indian folk lore
- 7: Community's oldest inhabitant
- 5: Author of historical fiction
- 4: Historian
- 4: Authority on local history
- 3: Custodian of historical site

HISTORY ITEMS (cont.)

- | | |
|-----------------------------------|-----------------------------------|
| 0:Exhibit of historical documents | -2:Keeper of historical documents |
| 0:Meeting of historical society | -2:Curator of historical museums |
| -2:Exhibit of early manuscripts | -3:Historical cartographer |
| -1:Exhibit of Greek culture | -4:Historical researcher |
| -1:Exhibit of Roman culture | -4:Anthropologist |
| -3:Exhibit of historical letters | |
| -3:Exhibit of Egyptian letters | |
| -3:Exhibit of rare coins | |

SOCIOLOGY ITEMS

(Ranked according to the interests of thirty-eight students)

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|------------------------------------|---|
| 16:Veteran's hospital | 16:Recreation director |
| 15:Criminal trial | 12:Prison warden |
| 15:Police department | 11:Juvenile court worker |
| 12:Juvenile court | 9:Food and drug inspector |
| 11:Boys' club | 8:Head of reformatory |
| 9:Orphanage | 6:Juvenile court judge |
| 8:Reformatory | 6:Head of veterans' rehabilitation center |
| 7:Bureau for the blind | 5:Jury foreman |
| 5:Child welfare bureau | 5:Prison chaplain |
| 5:Jail | 4:Director of community center |
| 4:Police court | 2:Labor union official |
| 4:Slum district | 2:Probation officer |
| 3:Sanitarium | 1:City doctor |
| 3:Government housing project | 0:Police woman |
| 0:Industrial medical center | 0:Chairman of medical board |
| -1:Naturalization proceedings | -3:Immigrant |
| -1:Health department | -6:Truant officer |
| -1:Parole board | -6:Health inspector |
| -6:Home for aged | -6:Policeman |
| -6:Headquarters of labor union | -7:Recently naturalized citizen |
| -6:Naturalization class | -8:Building inspector |
| -7:Poor farm | -8:Social service worker |
| -7:Hospital out-patient department | -9:Member of jury |
| -10:Department of social welfare | -10:School nurse |
| | -12:Director of public welfare |

HISTORY ITEMS (cont.)

- 2:Keeper of historical documents
- 2:Donator of historical museum
- 3:Historical cartographer
- 4:Historical researcher
- 4:Anthropologist

- 0:Exhibit of historical documents
- 0:Meeting of historical society
- 2:Exhibit of early manuscripts
- 1:Exhibit of Greek culture
- 1:Exhibit of Roman culture
- 3:Exhibit of historical letters
- 3:Exhibit of Egyptian letters
- 3:Exhibit of rare coins

SOCIOLOGY ITEMS

(Ranked according to the interests of thirty-eight students)

- 16:Recreation director
- 13:Prison warden
- 11:Juvenile court worker
- 9:Food and drug inspector
- 8:Head of reformatory
- 6:Juvenile court judge
- 6:Head of veterans' rehabilitation center
- 5:Jury foreman
- 5:Prison chaplain
- 4:Director of community center
- 3:Labor union official
- 2:Probation officer
- 1:City doctor
- 0:Police woman
- 0:Chairman of medical board
- 7:Inspector
- 6:Tenant officer
- 6:Health inspector
- 6:Policeman
- 7:Recently naturalized citizen
- 8:Prison inspector
- 8:Social service worker
- 9:Member of jury
- 10:School nurse
- 12:Director of public welfare

- 16:Veteran's hospital
- 15:Original trial
- 15:Police department
- 12:Juvenile court
- 11:Boys' club
- 9:Orphanage
- 8:Reformatory
- 7: Bureau for the blind
- 5:Child welfare bureau
- 5:Jail
- 4:Police court
- 4:Shin hospital
- 3:Sanitation
- 3:Government housing project
- 0:Industrial medical center
- 1:Naturalization process
- 1:Health treatment
- 1:Parole board
- 6:Home for aged
- 8:Headquarters of labor union
- 8:Naturalization class
- 7:Poor law
- 7:Hospital out-patient department
- 10:Department of social welfare

SCIENCE ITEMS

(Ranked according to the interests of twenty-five students).

Places and Events	People
15:Weather station	14:Atomic physicist
14:Aeronautical laboratory	12:Radio engineer
11:Radio transmitter	11:Aeronautical engineer
11:Industrial research laboratory	10:Research chemist
10:Demonstration of labor- atory equipment	10:X-ray technician
10:Chemical laboratory	9:Electrical engineer
9:Chemical manufacturing plant	5:Forester
8:Aquarium	5:Industrial chemist
8:Oil refinery	5:Laboratory technician
6:Natural science museum	4:Deep sea life authority
6:Electrical power house	4:Chemist
6:Astronomical observatory	3:Biologist
5:Manufacturers of laboratory equipment	2:Astronomer
4:Zoo	2:Physicist
4:Biological laboratory	2:Surgeon
3:Physics laboratory	1:Civil engineer
2:Exhibit of laboratory equipment	1:Pharmacist
1:Filtration plant	0:Meteorologist
0:Marine laboratory	-2:Metallurgist
-2:Fish hatchery	-2:Air conditioning engineer
-9:Collection of insects	-2:Marine engineer
-11:Botanical gardens	-3:Doctor
-11:Apiary	-3:Seismologist
-11:Nature walk	-5:Bacteriologist
-12:Aviary	-6:Geographer
-18:Bird walk	-6:Fish and game warden
	-7:Veterinarian
	-7:Zoologist
	-8:Geologist
	-10:Botanist
	-11:Seashore life authority

LANGUAGE ARTS ITEMS

(Ranked according to the interests of twenty-one students)

17:Film based on historical novel	14:Writer of radio scripts
12:Newspaper publishing house	14:Radio announcer
11:Book publishing house	13:Reporter
7:School of Journalism	11:Journalist
6:Noted author's house	9:Interpreter
4:Library	8:Playwright
2:Shakespearean play	7:Editorial writer
-1:Rare book collection	5:Short story writer
-3:Collection of first edi- tions	5:Publicist
	5:Modern novelist

SCIENCE ITEMS
(Ranked according to the interests of twenty-five students)

People	Places and Events
14: Atomic physicist	15: Weather station
13: Radio engineer	14: Astronomical laboratory
12: Astronautical engineer	13: Radio transmitter
11: Research chemist	12: Industrial research laboratory
10: Navy technician	11: Demonstration of labor- atory equipment
9: Electrical engineer	10: Chemical laboratory
8: Forester	9: Chemical manufacturing plant
7: Industrial chemist	8: Aquarium
6: Laboratory technician	7: Oil refinery
5: Deep sea life authority	6: Natural science museum
4: Chemist	5: Electrical power house
3: Biologist	4: Astronomical observatory
2: Astronomer	3: Manufacture of laboratory equipment
1: Civil engineer	2: Zoo
1: Pharmacist	1: Biological laboratory
2: Meteorologist	2: Physics laboratory
3: Metallurgist	3: Exhibit of laboratory equipment
4: Air conditioning engineer	4: Filtration plant
5: Marine engineer	5: Marine laboratory
6: Doctor	6: Fish hatchery
7: Pathologist	7: Collection of insects
8: Bacteriologist	8: Botanical gardens
9: Geographer	9: Aviary
10: Fish and game warden	10: Nature walk
11: Veterinarian	11: Aviary
12: Zoologist	12: Bird walk
13: Geologist	
14: Botanist	
15: Deep-sea life authority	

LANGUAGE ARTS ITEMS
(Ranked according to the interests of twenty-one students)

14: Writer of radio scripts	17: Film based on historical novel
13: Radio announcer	16: Newspaper publishing house
12: Reporter	15: Book publishing house
11: Journalist	14: School of journalism
10: Interpreter	13: Noted author's house
9: Playwright	12: Library
8: Editorial writer	11: Shakespearean play
7: Short story writer	10: Rare book collection
6: Publicist	9: Collection of first edi- tions
5: Modern novelist	

LANGUAGE ARTS ITEMS (cont.)

- | | |
|-------------------------------|----------------------|
| -3:Short story writers' class | 5:Drama critic |
| -5:Book week exhibit | 3:Copy writer |
| -6:Scene of literary action | 3:Scenario writer |
| -11:Literary club meeting | 2:Book reviewer |
| | 1:Book editor |
| | 0:Manuscript reader |
| | -3:Biographer |
| | -3:Proofreader |
| | -5:Essayist |
| | -5:Humorist |
| | -6:Copy reader |
| | -6:Continuity writer |
| | -7:Poet |
| | -7:Lecturer |
| | -11:Literary editor |
| | -11:Librarian |

HOME ECONOMIC ITEMS

(Ranked according to the interests of twenty-one students)

Places and Events

- 19:Fashion show
- 13:Model house
- 11:Dressmaking class
- 6:Day nursery
- 3:Clothing manufacturing plant
- 1:Fabric shop
- 1:Sewing demonstration
- 1:Cooking school
- 0:Cooking demonstration
- 0:Department store
- 1:Food canning plant
- 2:Food freezing demonstration
- 3:Home canning demonstration
- 4:Furniture store
- 6:Demonstration of electrical equipment
- 7:Display of kitchen equipment
- 7:Restaurant kitchen
- 17:Demonstration of home laundry equipment

People

- 14:Dressmaker
- 12:Interior decorator
- 11:Nurse
- 11:Fashion editor
- 11:Beautician
- 10:Dietician
- 9:Restaurant manager
- 8:Milliner
- 2:Housewife
- 7:Household editor
- 9:Cooking editor
- 11:Caterer
- 12:Hotel housekeeper
- 13:Grocer
- 14:Restaurant hostess
- 14:Tailor
- 16:Market manager
- 17:Butcher

LANGUAGE ARTS ITEMS (cont.)

- 11: Literary club meeting
- 6: Scene of literary action
- 8: Book week exhibit
- 3: Short story writers' class
- 1: Book editor
- 2: Book reviewer
- 3: Scenario writer
- 3: Copy writer
- 3: Press critic
- 11: Literary editor
- 7: Lecturer
- 7: Host
- 6: Continuity writer
- 6: Copy reader
- 5: Humalist
- 5: Essayist
- 5: Proofreader
- 3: Editor
- 0: Manuscript reader

HOME ECONOMIC ITEMS (Ranked according to the interests of twenty-one students)

- | People | Places and Events |
|-------------------------|--|
| 14: Dressmaker | 10: Fashion show |
| 13: Interior decorator | 13: Model house |
| 11: Nurse | 11: Dressmaking class |
| 11: Fashion editor | 6: Day nursery |
| 11: Beautician | 3: Clothing manufacturing plant |
| 10: Dietician | 1: Fabric shop |
| 9: Restaurant manager | 1: Sewing demonstration |
| 8: Milliner | 1: Cooking school |
| 2: Housewife | 0: Cooking demonstration |
| -7: Household editor | 0: Department store |
| -8: Cooking editor | -1: Food canning plant |
| -11: Caterer | -2: Food freezing demonstration |
| -12: Hotel housekeeper | -3: Home canning demonstration |
| -13: Grocer | -4: Furniture store |
| -14: Restaurant hostess | -5: Demonstration of electrical equipment |
| -14: Tailor | -7: Display of kitchen equipment |
| -16: Market manager | -7: Restaurant kitchen |
| -17: Butcher | -17: Demonstration of home laundry equipment |

INDUSTRIAL ARTS

(Ranked according to the interests of twenty-nine students)

Places and Events	People
21: Drafting room	12: Cabinetmaker
16: Blueprinting shop	12: Carpenter
10: Building construction	8: Maintenance superintendent
8: Woodworking machine shop	6: Tinsmith
7: Tool shop	6: Land surveyor
6: Automobile repair shop	4: Die maker
5: Plastics manufacturing plant	4: Millwright
4: Radio repair shop	3: Tool designer
2: Machine shop	3: Electrician
1: Electrical repair shop	3: Automobile mechanic
0: Airplane maintenance shop	2: Radio technician
-1: Fiber glass manufacturing plant	1: Blacksmith
-1: Sheet metal shop	1: Airplane mechanic
-3: Steel plant	0: Welder
-4: Welding shop	-1: Silversmith
-5: Shipyard	-1: Plumber
-5: Lumberyard	-1: Crane operator
-8: Textile plant	-2: Boilermaker
-8: Printing shop	-2: Newspaper pressman
-12: Foundry	-2: Sheet metal worker
-14: Hardware store	-3: Riveter
	-4: Bricklayer
	-4: Mason
	-4: Wire worker
	-5: Molder
	-6: Glazer
	-6: Composer
	-9: Painter
	-9: Weaver
	-10: Linotype operator
	-12: Printer

MUSIC ITEMS

(Ranked according to the interests of twenty-one students)

Places and Events	People
7: Symphony concert	16: Composer
12: Opera	11: Pianist
11: Concert of American music	10: Concert singer
4: Choir performance	8: Accompanist
1: Exhibit of early musical instruments	8: Opera singer

INDUSTRIAL ARTS

(Ranked according to the interests of twenty-nine students)

Places and Events	People
1: Exhibition of early musical instruments	12: Printer
4: Choir performance	10: Linotype operator
11: Concert of American music	9: Weaver
12: Opera	9: Painter
13: Symphony concert	8: Composer
14: Hardware store	8: Glazer
15: Laundry	8: Knitter
16: Printing shop	7: Riveter
17: Textile plant	6: Bricklayer
18: Lumberyard	5: Wire worker
19: Shipyard	5: Mason
20: Welding shop	4: Riveter
21: Steel plant	4: Bricklayer
22: Sheet metal shop	3: Riveter
23: The plant	3: Sheet metal worker
24: Fiber glass manufacturing shop	2: Newspaper pressman
25: Airplane maintenance	2: Fittermaker
26: Electrical repair shop	1: Crane operator
27: Machine shop	1: Fitter
28: Radio repair shop	1: Silver smith
29: Plant	0: Welder
30: Radio repair shop	1: Airplane mechanic
31: Machine shop	1: Jacksmith
32: Electrical repair shop	2: Radio technician
33: Automobile repair shop	3: Automobile mechanic
34: Tool shop	3: Electrician
35: Woodworking machine shop	5: Tool designer
36: Building construction	4: Millwright
37: Printing shop	4: Die maker
38: Drafting room	6: Lead surveyor
	6: Tinsmith
	8: Maintenance supervisor
	12: Cabinetmaker

MUSIC ITEMS

(Ranked according to the interests of twenty-one students)

Places and Events	People
1: Exhibit of early musical instruments	8: Opera singer
4: Choir performance	8: Accompanist
11: Concert of American music	10: Concert singer
12: Opera	11: Pianist
13: Symphony concert	15: Composer

MUSIC ITEMS (cont.)

- | | |
|---------------------------------|-----------------------|
| 3:Musical instrument
factory | 8:Orchestra conductor |
| 1:Musicians recital | 5:Organist |
| -1:Orchestra rehearsal | 4:Music arranger |
| -8:Opera rehearsal | 2:Violinist |
| -15:Choir rehearsal | 2:Musicians agent |
| | 2:Harpist |
| | -2:Violin maker |
| | -2:Instrument maker |
| | -3:Piano tuner |
| | -9:Choir director |

ART ITEMS

(Ranked according to the interests of twenty-one students)

Places and Events

- 12:Art club exhibit
- 10:Artist's studio
- 9:Art school
- 10:Art museum
- 8:Indian art exhibit
- 7:Exhibit of modern painting
- 7:Exhibit of modern sculpture
- 6:Sculptor's studio
- 6:Exhibit of old master's
works
- 4:Exhibit of etchings
- 3:Art colony
- 3:Exhibit of church art
- 3:Exhibit of oriental art
- 3:Exhibit of period furniture
- 0:Textile exhibit
- 1:Architectural features of
neighborhood
- 2:Art supply store
- 2:Stained glass studio
- 2:Exhibit of tapestries
- 6:Exhibit of primitive art
- 5:Exhibit of Egyptian art
- 11:Ceramic workshop

People

- 14:Costume designer
- 11:Stage designer
- 12:Window display artist
- 10:Sculptor
- 13:Jewelry designer
- 12:Portrait artist
- 7:Commercial artist
- 6:Landscape painter
- 4:Seascape painter
- 4:Still life painter
- 3:Art critic
- 2:Etcher
- 1:Landscape architect
- 0:Textile designer
- 0:Architect
- 1:Art editor
- 1:Stained glass window
designer
- 3:Surrealist
- 3:Mural painter
- 6:Ceramic artist
- 8:Industrial designer

MUSIC ITEMS (cont.)

8:Orchestra conductor
5:Orchestra
4:Music arranger
3:Violinist
2:Musician agent
2:Harpsist
2:Violin maker
2:Instrument maker
3:Piano tuner
9:Choir director

3:Musical instrument
factory
1:Musicians recital
-1:Orchestra rehearsal
-8:Opera rehearsal
-12:Choir rehearsal

ART ITEMS

(Ranked according to the interests of twenty-one students)

People

14:Costume designer
11:Stage designer
12:Window display artist
10:Sculptor
13:Jewelry designer
12:Portrait artist
7:Commercial artist
6:Landscape painter
4:Seascape painter
4:Still life painter
3:Art critic
2:Editor
1:Landscape architect
0:Textile designer
0:Architect
-1:Art editor
-1:Stained glass window
designer
-3:Surveyalist
-3:Mural painter
-6:Ceramic artist
-8:Industrial designer

Places and Events

12:Art club exhibit
10:Artist's studio
9:Art school
10:Art museum
8:Indian art exhibit
7:Exhibit of modern painting
7:Exhibit of modern sculpture
6:Sculptor's studio
6:Exhibit of old master's
works
4:Exhibit of etchings
3:Art colony
3:Exhibit of church art
3:Exhibit of oriental art
3:Exhibit of period furniture
0:Textile exhibit
-1:Architectural features of
neighborhood
-2:Art supply store
-2:Stained glass studio
-2:Exhibit of tapestries
-6:Exhibit of primitive art
-5:Exhibit of Egyptian art
-11:Ceramic workshop

GENERAL TABLES

TABLE XXV. SCORES OBTAINED BY INTERESTED CRITERION GROUP
CHOSEN ON BASIS OF PARTICIPATION IN POLITICAL
ACTIVITIES

% Score	f	d	fd	fd ²
96-100	2	8	16	128
91-95				
86-90	1	6	6	36
81-85				
76-80	2	4	8	32
71-75	3	3	9	27
66-70				
61-65	2	1	2	2
56-60	3	0		
51-55	4	-1	-4	4
46-50	2	-2	-4	8
41-45	3	-3	-9	27
36-40				
31-35	1	-5	-5	25
26-30	1	-6	-6	36
Total	24		13	326

M-60.70	Q-12.93
Md-57.15	SD-18.20
SE- 3.55	

GENERAL TABLE

TABULARY XCV. SCORES OBTAINED BY INDIVIDUALS ON TESTS OF INTELLIGENCE, PERSONALITY, AND ATTITUDE, GROUPED BY SEX AND AGE, AND BY TYPE OF ACTIVITY.

Age	Sex	Activity	Score
15-18	M	1	96-100
15-18	M	2	91-95
15-18	M	3	86-90
15-18	M	4	81-85
15-18	M	5	76-80
15-18	M	6	71-75
15-18	M	7	66-70
15-18	M	8	61-65
15-18	M	9	56-60
15-18	M	10	51-55
15-18	M	11	46-50
15-18	M	12	41-45
15-18	M	13	36-40
15-18	M	14	31-35
15-18	M	15	26-30
15-18	M	16	21-25
15-18	M	17	16-20
15-18	M	18	11-15
15-18	M	19	6-10
15-18	M	20	1-5
15-18	M	21	0
15-18	M	22	0
15-18	M	23	0
15-18	M	24	0
15-18	M	25	0
15-18	M	26	0
15-18	M	27	0
15-18	M	28	0
15-18	M	29	0
15-18	M	30	0
15-18	M	31	0
15-18	M	32	0
15-18	M	33	0
15-18	M	34	0
15-18	M	35	0
15-18	M	36	0
15-18	M	37	0
15-18	M	38	0
15-18	M	39	0
15-18	M	40	0
15-18	M	41	0
15-18	M	42	0
15-18	M	43	0
15-18	M	44	0
15-18	M	45	0
15-18	M	46	0
15-18	M	47	0
15-18	M	48	0
15-18	M	49	0
15-18	M	50	0
15-18	M	51	0
15-18	M	52	0
15-18	M	53	0
15-18	M	54	0
15-18	M	55	0
15-18	M	56	0
15-18	M	57	0
15-18	M	58	0
15-18	M	59	0
15-18	M	60	0
15-18	M	61	0
15-18	M	62	0
15-18	M	63	0
15-18	M	64	0
15-18	M	65	0
15-18	M	66	0
15-18	M	67	0
15-18	M	68	0
15-18	M	69	0
15-18	M	70	0
15-18	M	71	0
15-18	M	72	0
15-18	M	73	0
15-18	M	74	0
15-18	M	75	0
15-18	M	76	0
15-18	M	77	0
15-18	M	78	0
15-18	M	79	0
15-18	M	80	0
15-18	M	81	0
15-18	M	82	0
15-18	M	83	0
15-18	M	84	0
15-18	M	85	0
15-18	M	86	0
15-18	M	87	0
15-18	M	88	0
15-18	M	89	0
15-18	M	90	0
15-18	M	91	0
15-18	M	92	0
15-18	M	93	0
15-18	M	94	0
15-18	M	95	0
15-18	M	96	0
15-18	M	97	0
15-18	M	98	0
15-18	M	99	0
15-18	M	100	0

15-18 M 96-100
15-18 M 91-95
15-18 M 86-90
15-18 M 81-85
15-18 M 76-80
15-18 M 71-75
15-18 M 66-70
15-18 M 61-65
15-18 M 56-60
15-18 M 51-55
15-18 M 46-50
15-18 M 41-45
15-18 M 36-40
15-18 M 31-35
15-18 M 26-30
15-18 M 21-25
15-18 M 16-20
15-18 M 11-15
15-18 M 6-10
15-18 M 1-5
15-18 M 0

TABLE XXVI. SCORES OBTAINED BY DISINTERESTED CRITERION
GROUP CHOSEN ON BASIS OF PARTICIPATION IN
POLITICAL ACTIVITIES

% Score	f	d	fd	fd ²
86-90	1	12	12	144
81-85				
76-80				
71-75				
66-70				
61-65	2	7	14	98
56-60				
51-55	1	5	5	25
46-50				
41-45	4	3	12	36
36-40	6	2	12	24
31-35	2	1	2	2
26-30	8	0		
21-25	4	-1	-4	4
16-20	3	-2	-6	12
11-15	7	-3	-21	63
6-10	4	-4	-16	64
1-5	1	-5	-5	25
Total	43		5	467

M-28.60
Md-27.05
SE- 2.58

Q-11.80
SD-16.90

TABLE XXVI. SCORES OBTAINED BY DISTINGUISHED CRITICISM
GROUP CHOSEN ON BASIS OF PARTICIPATION IN
POLITICAL ACTIVITIES

Score	1	2	3	4
85-90	1	12	12	12
81-85				
76-80				
71-75				
66-70				
61-65	3	7	14	28
56-60				
51-55	1	2	2	22
46-50				
41-45	4	3	12	38
36-40	6	3	12	24
31-35	2	1	2	2
26-30	8	0		
21-25	4	1	4	4
16-20	3	2	6	18
11-15	4	1	12	28
6-10	4	4	12	28
1-5	1	2	2	22
Total	42	42	42	42

02-11-50
30-10-50

02-08-50
20-03-50
25-02-50

TABLE XXVII. SCORES OBTAINED BY INDIFFERENT CRITERION
GROUP CHOSEN ON BASIS OF PARTICIPATION IN
POLITICAL ACTIVITIES

% Score	f	d	fd	fd ²
66-70	4	7	28	196
61-65	2	6	12	72
56-60	5	5	25	125
51-55	3	4	12	48
46-50	5	3	15	45
41-45	3	2	6	12
36-40	5	1	5	5
31-35	12	0		
26-30	4	-1	-4	4
21-25	3	-2	-6	12
16-20	3	-3	-9	27
11-15	2	-4	-8	32
6-10	2	-5	-10	50
1-5	1	-6	-6	36
Total	54		60	664

M-38.55	Q-11.35
Md-35.50	SD-17.50
SE- 2.38	

TABLE XVII. SCORES OBTAINED BY INDIVIDUALS IN
GROUP CHOSEN ON BASIS OF PARTICIPATION IN
POLITICAL ACTIVITIES

Score	1	2	3	4
60-70	4	7	28	100
61-65	2	6	12	72
66-69	2	2	22	100
70-75	2	4	12	42
76-80	2	2	12	42
81-85	2	2	6	12
86-90	2	1	2	2
91-95	12	0	4	4
96-100	4	1	2	12
101-105	2	2	2	37
106-110	2	2	2	32
111-115	2	4	8	30
116-120	2	2	10	28
121-125	1	2	2	24
Total	54	54	60	60

6-11.35
10-17.50

11-20.25
12-25.50
13-30.75

TABLE XXVIII. SCORES OBTAINED BY INTERESTED CRITERION GROUP
CHOSEN ON BASIS OF ATTITUDE FOR AND MARK RE-
CEIVED IN HISTORY

% Score	f	d	fd	fd ²
86-90	2	8	16	128
81-85	1	7	7	49
76-80	3	6	18	108
71-75	1	5	5	25
66-70	2	4	8	32
61-65	4	3	12	36
56-60	6	2	12	24
51-55	2	1	2	2
46-50	3	0		
41-45	4	-1	-4	4
36-40	3	-2	-6	12
31-35	5	-3	-15	45
26-30	1	-4	-4	16
16-20				
11-15	2	-7	-14	98
Total	42		22	654

M-50.60
Md-50.50
SE- 3.02

SD-19.55
Q-14.30

TABLE XXVIII. SCORES OBTAINED BY INTERPRETED CRITERION GROUP
 CHOSEN ON BASIS OF ATTITUDE FOR AND MARK 22-
 DERIVED IN HISTORY

Score	1	2	3	4
88-90	2	8	10	10
81-85	1	7	7	9
76-80	3	6	10	10
71-75	1	3	5	5
66-70	2	4	8	3
61-65	4	3	12	3
56-60	6	2	12	4
51-55	2	1	2	2
46-50	2	0	0	0
41-45	4	1	1	4
36-40	3	2	0	1
31-35	2	2	1	1
26-30	1	4	4	1
21-25	0	0	0	0
16-20	0	0	0	0
11-15	2	7	11	11
Total	42	52	62	62

88-90-22
 81-85-14

88-90-22
 81-85-14
 76-80-14

TABLE XXIX. SCORES OBTAINED BY DISINTERESTED CRITERION GROUP
CHOSEN ON BASIS OF ATTITUDE FOR AND MARK
RECEIVED IN HISTORY

% Score	f	d	fd	fd ²
76-80	2	9	18	162
71-75	1	8	8	64
66-70				
61-65	2	6	12	72
56-60				
51-55				
46-50	2	3	6	18
41-45	3	2	6	12
36-40	3	1	3	3
31-35	8	0		
26-30	6	-1	-6	6
21-25	3	-2	-6	12
16-20	7	-3	-21	63
11-15	6	-4	-24	96
6-10	4	-5	-20	100
Total	47		-24	608

M-30.45	Q-10.48
Md-28.40	SD-17.80
SE- 2.59	

TABLE XXIX. SCORES OBTAINED BY DISTINGUISHED ORIENTATION GROUP
 CHOSEN ON BASIS OF ATTITUDE FOR AND MARK
 RECEIVED IN HISTORY

Score	1	2	3	4
76-80	2	3	18	102
71-75	1	8	8	94
66-70	2	5	12	72
61-65				
56-60				
51-55				
46-50	2	3	6	18
41-45	3	3	6	12
36-40	3	1	3	3
31-35	8	0		8
26-30	6	-1	-6	12
21-25	3	-2	-6	12
16-20	7	-2	-21	63
11-15	6	-4	-24	92
6-10	4	-5	-30	100
Total	47		-34	808

76-80.48
 71-75.40
 66-70.48

TABLE XXX. SCORES OBTAINED BY "A" STUDENTS IN HISTORY

% Score	f	d	fd	fd ²
86-90	1	10	10	100
81-85				
76-80				
71-75	2	7	14	98
66-70	3	6	18	108
61-65	2	5	10	50
56-60	3	4	12	48
51-55	1	3	3	9
46-50	2	2	4	8
41-45	7	1	7	7
36-40	5	0		
31-35	8	-1	-8	8
26-30	4	-2	-8	16
21-25	4	-3	-12	36
16-20	4	-4	-16	64
11-15	4	-5	-20	100
6-10	1	-6	-6	36
Total	51		8	688

M-38.80
Md-36.00
SE- 2.56

Q-11.70
SD-18.35

TABLE XXX. SCORES OBTAINED BY "A" STUDENTS IN HISTORY

Score	1	2	3	4
88-90	1	10	10	100
81-85				
76-80				
71-75	2	7	14	98
66-70	2	2	18	108
61-65	2	2	10	50
56-60	1	4	12	48
51-55	1	2	7	9
46-50	1	2	4	8
41-45	1	1	7	7
36-40	2	0		
31-35	2	1	8	8
26-30	4	3	8	12
21-25	4	3	12	38
16-20	4	4	16	64
11-15	4	2	20	100
6-10	1	2	2	38
Total	21	28	8	688

88-90 2-11-73
81-85 25-12-73
76-80 28-12-73

TABLE XXXI. SCORES OBTAINED BY "C" STUDENTS IN HISTORY

<u>% Score</u>	<u>f</u>	<u>d</u>	<u>fd</u>	<u>fd²</u>
76-80	2	8	16	128
71-75	3	7	21	147
66-70				
61-65	2	5	10	50
56-60	1	4	4	16
51-55				
46-50	1	2	2	4
41-45	4	1	4	4
36-40	6	0		
31-35	6	-1	-6	6
26-30	1	-2	-2	4
21-25	4	-3	-12	36
16-20	2	-4	-8	32
11-15	2	-5	-10	50
Total	<u>34</u>		<u>19</u>	<u>477</u>

M-40.80
Md-37.15
SE- 3.17

Q-10.
SD-18.50

TABLE XXVI. SCORES OBTAINED BY "C" STUDENTS IN HISTORY

Score	Y	A	10	145
75-80	3	8	10	138
71-75	3	7	11	141
66-70				
61-65	3	5	10	50
56-60	1	4	4	16
51-55				
46-50	1	5	5	4
41-45	4	1	4	4
36-40	6	0		
31-35	2	1	2	6
26-30	1	2	2	4
21-25	4	3	15	32
16-20	5	4	8	35
11-15	2	2	10	20
Total	36		10	441

M-40.80
 M-37.15
 M-35.15
 01-0
 03-18.50

TABLE XXXII. SCORES OBTAINED BY COMBINED INTERESTED
CRITERION GROUPS

% Score	f	d	fd	fd ²
96-100	2	10	20	200
91-95				
86-90	3	8	24	192
81-85	1	7	7	49
76-80	5	6	30	180
71-75	4	5	20	100
66-70	2	4	8	32
61-65	6	3	18	54
56-60	9	2	18	36
51-55	6	1	6	6
46-50	5	0		
41-45	7	-1	-7	7
36-40	3	-2	-6	12
31-35	6	-3	-18	54
26-30	2	-4	-8	32
21-25	3	-5	-15	75
16-20				
11-15	2	-7	-14	98
Total	66		83	927

M-54.30
Md-54.65
SE- 2.17

Q-12.95
SD-17.66

TABLE XXII. SCORES OBTAINED BY COMBINED INTERESTED
CRITICISM GROUPS

Score	1	2	3	4
95-100	2	10	20	500
91-95	3	8	24	192
86-90	1	7	7	49
81-85	2	6	20	160
76-80	4	2	20	100
71-75	2	4	8	32
66-70	0	3	18	44
61-65	0	2	18	36
56-60	0	1	6	6
51-55	0	0	-7	7
46-50	1	-1	-6	16
41-45	2	-2	-18	24
36-40	2	-4	-8	32
31-35	1	-2	-12	42
26-30	0	-1	-14	60
21-25	0	-1	-14	60
16-20	0	-1	-14	60
11-15	0	-1	-14	60
Total	28	7	92	952

92-11.66
92-13.92

92-2.17
92-4.34
92-4.30

TABLE XXXIII. SCORES OBTAINED BY COMBINED UNINTERESTED
CRITERION GROUPS

% Score	f	d	fd	fd ²
86-90	1	12	12	144
81-85				
76-80	2	10	20	200
71-75	1	9	9	81
66-70				
61-65	4	7	28	196
56-60				
51-55	1	5	5	25
46-50	2	4	8	32
41-45	7	3	21	63
36-40	9	2	18	36
31-35	10	1	10	10
26-30	14	0		
21-25	7	-1	-7	7
16-20	10	-2	-20	40
11-15	13	-3	-39	117
6-10	8	-4	-28	112
1-5	1	-5	-5	25
Total	90		32	1088

M-29.80
Md-27.65
SE- 1.82

Q-11.63
SD-17.30

TABLE XXVIII. SCORES OBTAINED BY COMBINED UNINTERMEDIATE
GRADUATE GROUPS

Score	1	2	3	4
86-90	1	15	15	14
81-85	2	10	20	20
76-80	1	9	9	81
71-75	4	7	28	106
66-70	1	2	2	28
61-65	2	4	8	32
56-60	7	3	31	33
51-55	9	2	13	38
46-50	10	1	10	10
41-45	14	0	10	7
36-40	7	1	7	40
31-35	10	2	20	117
26-30	13	4	28	118
21-25	8	2	2	32
16-20	1	2	2	106
11-15	30	35	35	106
6-10				
1-5				
Total				

82-1.82
83-17.62
84-11.62

TABLE XXXIV. SCORES OBTAINED BY HIGH SCHOOL SENIORS

% Score	f	d	fd	fd ²
96-100	3	12	36	432
91-95	1	11	11	121
86-90	9	10	90	900
81-85	3	9	27	243
76-80	10	8	80	640
71-75	15	7	105	735
66-70	11	6	66	396
61-65	22	5	110	550
56-60	21	4	84	336
51-55	23	3	69	207
46-50	21	2	42	84
41-45	38	1	38	38
36-40	37	0		
31-35	50	-1	-50	50
26-30	30	-2	-60	120
21-25	38	-3	-114	342
16-20	23	-4	-92	368
11-15	28	-5	-140	700
6-10	15	-6	-90	540
1-5	2	-7	-14	98
Total	400		198	6920

M-40.50
Md-37.40
SE- 1.03

Q-14.85
SD-20.50

TABLE XXIV. SCORES OBTAINED BY HIGH SCHOOL SENIORS

Score	1	2	3	4
98-100	3	19	36	435
91-95	1	11	11	151
86-90	9	10	30	300
81-85	3	9	27	243
76-80	10	8	80	840
71-75	15	7	105	135
66-70	11	6	66	396
61-65	22	5	110	550
56-60	21	4	84	536
51-55	23	3	69	507
46-50	21	2	45	84
41-45	38	1	38	38
36-40	37	0	37	
31-35	20	-1	-20	20
26-30	30	-2	-60	180
21-25	38	-3	-114	348
16-20	27	-4	-108	328
11-15	39	-2	-78	700
6-10	12	-6	-72	640
1-5	3	-7	-21	96
Total	400		135	6300

82-1.03
M-37.40
K-40.50

82-80.50
C-14.52

TABLE XXXV. SCORES OBTAINED BY BOYS

% Score	f	d	fd	fd ²
96-100	3	11	33	363
91-95				
86-90	6	9	54	486
81-85	2	8	16	128
76-80	4	7	28	196
71-75	7	6	42	252
66-70	6	5	30	150
61-65	11	4	44	176
56-60	11	3	33	99
51-55	10	2	20	40
46-50	6	1	6	6
41-45	24	0		
36-40	15	-1	-15	15
31-35	23	-2	-46	92
26-30	12	-3	-36	108
21-25	15	-4	-60	240
16-20	11	-5	-55	275
11-15	10	-6	-60	360
6-10	7	-7	-49	343
1-5	2	-8	-16	128
Total	185		-21	3457

M-42.45
 Md-39.65
 SE- 1.59

Q-15.60
 SD-21.60

TABLE XXV. SCORES OBTAINED BY BOYS

Score	1	2	3	4
92-100	3	11	23	38
91-92	2	8	24	34
90-91	2	8	18	28
89-90	4	7	28	39
88-89	7	8	43	58
87-88	2	2	30	34
86-87	11	4	44	59
85-86	11	3	33	47
84-85	10	3	30	43
83-84	6	1	8	15
82-83	24	0	0	24
81-82	13	-1	-13	12
80-81	23	-2	-48	23
79-80	13	-3	-38	10
78-79	12	-4	-60	8
77-78	11	-2	-33	2
76-77	10	-2	-60	2
75-76	7	-7	-49	1
74-75	2	-8	-18	1
Total	182		-21	341

92-100
91-92
90-91

92-100
91-92

TABLE XXXVI. SCORES OBTAINED BY GIRLS

% Score	f	d	fd	fd ²
91-95	1	12	12	144
86-90	3	11	33	363
81-85	1	10	10	100
76-80	6	9	54	486
71-75	8	8	64	512
66-70	5	7	35	245
61-65	11	6	66	396
56-60	10	5	50	250
51-55	13	4	52	208
46-50	15	3	45	135
41-45	14	2	28	56
36-40	22	1	22	22
31-35	27	0		
26-30	18	-1	-18	18
21-25	23	-2	-46	92
16-20	12	-3	-36	108
11-15	18	-4	-72	288
6-10	8	-5	-40	200
Total	215		259	3623

M-39.00
Md-35.85
SE- 1.34

Q-14.13
SD-19.65

TABLE XXXVII. SCORES OBTAINED BY STUDENTS WHO HAVE HAD A
PROBLEMS OF DEMOCRACY COURSE

% Score	f	d	fd	fd ²
96-100	1	12	12	144
91-95				
86-90	3	10	30	300
81-85	1	9	9	81
76-80	4	8	32	256
71-75	2	7	14	98
66-70	5	6	30	180
61-65	8	5	40	200
56-60	6	4	24	96
51-55	9	3	27	81
46-50	7	2	14	28
41-45	6	1	6	6
36-40	10	0		
31-35	7	-1	-7	7
26-30	8	-2	-16	32
21-25	6	-3	-18	54
16-20	4	-4	-16	64
11-15	7	-5	-35	175
6-10	2	-6	-12	72
Total	96		134	1874

M-45.00

Q-15.93

Md-43.85

SD-22.00

SE- 2.24

TABLE XXXVIII. SCORES OBTAINED BY STUDENTS WHO HAVE NOT HAD
A PROBLEMS IN DEMOCRACY COURSE

% Score	f	d	fd	fd ²
96-100	2	12	24	288
91-95	1	11	11	121
86-90	6	10	60	600
81-85	2	9	18	162
76-80	6	8	48	384
71-75	13	7	91	637
66-70	6	6	36	216
61-65	14	5	70	350
56-60	15	4	60	240
51-55	14	3	42	126
46-50	14	2	28	56
41-45	32	1	32	32
36-40	27	0		
31-35	43	-1	-43	43
26-30	22	-2	-44	88
21-25	32	-3	-96	288
16-20	19	-4	-76	304
11-15	21	-5	-105	525
6-10	13	-6	-78	468
1-5	2	-7	-14	98
Total	304		64	5026

M-39.05
Md-35.50
SE- 1.16

Q-13.88
SD-20.30

TABLE XXXIX. SCORES OBTAINED BY STUDENTS IN A COLLEGE
PREPARATORY COURSE

% Score	f	d	fd	fd ²
86-90	3	10	30	300
81-85				
76-80	2	8	16	128
71-75	7	7	49	343
66-70	6	6	36	216
61-65	5	5	25	125
56-60	10	4	40	160
51-55	13	3	39	117
46-50	10	2	20	40
41-45	16	1	16	16
36-40	15	0		
31-35	14	-1	-14	14
26-30	11	-2	-22	44
21-25	17	-3	-51	153
16-20	7	-4	-28	112
11-15	12	-5	-60	300
6-10	7	-6	-42	252
1-5	2	-7	-14	98
Total	157		40	2418

M-39.25
Md-28.35
SE- 1.56

Q-14.65
SD-19.60

TABLE XXIX. SCORES OBTAINED BY STUDENTS IN A COLLEGE
PREPARATORY COURSE

Score	1	2	3	4
86-90	3	10	30	300
81-85	2	8	12	158
76-80	7	7	40	243
71-75	6	6	32	216
66-70	5	2	22	152
61-65	10	4	40	160
56-60	13	3	30	117
51-55	10	2	30	40
46-50	16	1	16	16
41-45	12	0	16	16
36-40	14	-1	-14	14
31-35	11	-2	-22	44
26-30	17	-3	-36	153
21-25	7	-4	-28	112
16-20	12	-2	-20	300
11-15	7	-6	-42	282
6-10	2	-7	-14	60
1-5	127		60	3418
Total				

82-14.68
83-19.60

82-1.54
83-26.32
84-39.32

TABLE XL. SCORES OBTAINED BY STUDENTS IN A BUSINESS COURSE

% Score	f	d	fd	fd ²
96-100	3	11	33	363
91-95	1	10	10	100
86-90	4	9	36	324
81-85	3	8	24	192
76-80	5	7	35	245
71-75	8	6	48	288
66-70	2	5	10	50
61-65	10	4	40	160
56-60	7	3	21	63
51-55	7	2	14	28
46-50	8	1	8	8
41-45	14	0		
36-40	10	-1	-1	10
31-35	27	-2	-54	108
26-30	13	-3	-39	117
21-25	11	-4	-44	176
16-20	11	-5	-55	275
11-15	9	-6	-54	324
6-10	4	-7	-28	196
Total	157		-5	3027

M-42.85	Q-15.53
Ma-37.25	SD-21.95
SE- 1.75	

TABLE XI. SCORES OBTAINED BY STUDENTS IN A FURTHER COURSE

Score	1	2	3	4
95-100	3	11	33	303
91-95	1	10	10	100
86-90	4	9	36	304
81-85	3	8	34	195
76-80	2	7	35	242
71-75	8	6	48	288
66-70	3	2	10	50
61-65	10	4	40	180
56-60	7	3	31	83
51-55	7	3	14	88
46-50	8	1	8	8
41-45	14	0		
36-40	10	-1	-1	10
31-35	37	-2	-2	108
26-30	13	-3	-3	117
21-25	11	-4	-4	176
16-20	11	-5	-5	272
11-15	9	-6	-6	327
6-10	4	-7	-7	196
Total	137		-2	3037

82-1.75
 84-27.92
 85-21.82

TABLE XLI. SCORES OBTAINED BY STUDENTS IN A GENERAL COURSE

% Score	f	d	fd	fd ²
86-90	1	10	10	100
81-85				
76-80	3	8	24	192
71-75	1	7	7	49
66-70	1	6	6	36
61-65	6	5	30	150
56-60	3	4	12	48
51-55	5	3	15	45
46-50	3	2	6	12
41-45	7	1	7	7
36-40	7	0		
31-35	6	-1	-6	6
26-30	5	-2	-10	20
21-25	9	-3	-27	81
16-20	4	-4	-16	64
11-15	9	-5	-45	225
6-10	2	-6	-12	72
Total	72		1	1107

M-38.05
Md-36.20
SE- 2.30

Q-15.18
SD-19.60

TABLE XII. SCORES OBTAINED BY STUDENTS IN A GENERAL COURSE

Score	Frequency	Relative Frequency	Cumulative Frequency
88-90	1	.01	.01
81-83	1	.01	.02
78-80	3	.03	.05
71-73	1	.01	.06
68-70	1	.01	.07
61-63	2	.02	.09
58-60	3	.03	.12
51-53	2	.02	.14
48-50	3	.03	.17
41-43	1	.01	.18
38-40	1	.01	.19
31-33	2	.02	.21
28-30	2	.02	.23
21-23	3	.03	.26
18-20	4	.04	.30
11-13	2	.02	.32
8-10	2	.02	.34
Total	43	1.00	

88-90 1
81-83 1
78-80 3
71-73 1
68-70 1
61-63 2
58-60 3
51-53 2
48-50 3
41-43 1
38-40 1
31-33 2
28-30 2
21-23 3
18-20 4
11-13 2
8-10 2

TABLE XLII. SCORES OBTAINED BY STUDENTS LIVING IN LARGE INDUSTRIAL CITY (LIC)

% Score	f	d	fd	fd ²
86-90	2	9	18	162
81-85	2	8	16	128
76-80	4	7	28	196
71-75	6	6	36	216
66-70	4	5	20	100
61-65	8	4	32	128
56-60	7	3	21	63
51-55	5	2	10	20
46-50	4	1	4	4
41-45	16	0		
36-40	11	-1	-11	11
31-35	21	-2	-42	84
26-30	7	-3	-21	63
21-25	12	-4	-48	192
16-20	7	-5	-35	175
11-15	8	-6	-48	248
6-10	3	-7	-21	147
1-5	1	-8	-8	64
Total	128		-49	2001

M-41.10	Q-15.00
Md-42.80	SD-19.55
SE- 1.73	

TABLE XIII. SCORES OBTAINED BY STUDENTS LIVING IN LARGE INDUSTRIAL CITY (LIC)

Score	1	2	3	4
86-90	3	0	18	128
81-85	3	8	16	128
76-80	4	1	28	128
71-75	6	6	36	216
66-70	4	3	30	100
61-65	8	4	32	128
56-60	7	3	31	67
51-55	5	2	10	20
46-50	4	1	4	4
41-45	16	0		
36-40	11	-1	-41	11
31-35	21	-2	-40	84
26-30	7	-3	-21	63
21-25	12	-4	-40	102
16-20	7	-2	-22	172
11-15	8	-6	-48	248
6-10	3	-7	-21	147
1-5	1	-8	-8	64
Total	128		-12	500

6-12.00
20-19.25

M-41.10
M-42.80
28-1.75

TABLE XLIII. SCORES OBTAINED BY STUDENTS LIVING IN LARGE RESIDENTIAL TOWN (LRTa)

% Score	f	d	fd	fd ²
76-80	1	10	10	100
71-75	2	9	18	162
66-70				
61-65	2	7	14	98
56-60				
51-55	1	5	5	25
46-50				
41-45	1	3	3	9
36-40	3	2	6	12
31-35	2	1	2	2
26-30		0		
21-25	6	-1	-6	6
16-20	1	-2	-2	4
11-15	9	-3	-27	81
6-10	2	-4	-8	32
Total	30		15	531

M-30.5
Md-22.5
SE- 3.81

Q-13.05
SD-20.90

TABLE XIII. AGES OBTAINED BY STUDENTS LIVING IN LARGE
RESIDENTIAL TOWN (Large)

Age	1	2	3	4
75-80	1	10	10	100
71-75	2	9	18	105
66-70				
61-65	2	7	14	98
56-60				
51-55	1	2	2	52
46-50				
41-45	1	2	2	9
36-40	2	2	2	15
31-35	2	1	2	5
26-30		0		
21-25	6	1	1	6
16-20	1	2	2	4
11-15	9	2	2	18
6-10	2	1	2	55
Total	30	30	30	531

20.51-2
20-20.30

20-20.5
20-20.5
20-20.5

TABLE XLIV. SCORES OF STUDENTS LIVING IN SMALL INDUSTRIAL CITY (SIC)

% Score	f	d	fd	fd ²
81-83	1	13	13	169
78-80				
75-77	1	11	11	121
72-74	1	10	10	100
69-71	2	9	18	162
66-68				
63-65				
60-62				
57-59	1	6	6	36
54-56				
51-53	2	4	8	32
48-50	3	3	9	27
45-47	4	2	8	16
42-44	4	1	4	4
39-41	2	0		
36-38	3	-1	-3	3
33-35	3	-2	-6	12
30-32	2	-3	-6	18
27-29	1	-4	-4	16
24-26	4	-5	-20	100
21-23	3	-6	-18	108
18-20	1	-7	-7	49
15-17				
12-14	1	-9	-9	81
Total	39		14	1054

M-41.08
Md-40.75
SE- 2.49

Q-10.05
SD-15.57

TABLE XLV. BOOKS OF STUDENTS LIVING IN SMALL INDUSTRIAL CITY (SIC)

Books	F	I	LI	LES
81-85	1	13	13	169
78-80				
75-77	1	11	11	131
72-74	1	10	10	100
69-71	2	9	18	162
66-68				
63-65				
60-62				
57-59	1	8	8	36
54-56				
51-53	2	4	8	35
48-50	3	3	9	37
45-47	4	2	9	15
42-44	4	1	4	4
39-41	5	0		
36-38	3	1	2	3
33-35	3	2	2	13
30-32	2	3	2	13
27-29	1	4	4	16
24-26	4	2	20	100
21-23	3	2	18	108
18-20	1	7	7	49
15-17				
12-14	1	8	8	13
Total	39		14	1064

W-41.08
M-46.75
S-2.43
20.01-2
23.21-27

TABLE XLV. SCORES OBTAINED BY STUDENTS LIVING IN LARGE
INDUSTRIAL TOWN (LIT)

% Score	f	d	fd	fd ²
96-100	2	11	22	242
91-95				
86-90	4	9	36	324
81-85				
76-80				
71-75	3	6	18	108
66-70	1	5	5	25
61-65	3	4	12	48
56-60	7	3	21	63
51-55	7	2	14	28
46-50	4	1	4	4
41-45	9	-0		
36-40	6	-1	-6	6
31-35	7	-2	-14	28
26-30	7	-3	-21	63
21-25	8	-4	-32	128
16-20	6	-5	-30	150
11-15	7	-6	-42	252
6-10	3	-7	-21	147
Total	84		-34	1616

M-41.00	Q-15.58
Md-38.85	SD-21.90
SE- 2.38	

TABLE XIV. SCORES OBTAINED BY STUDENTS LIVING IN LARGE INDUSTRIAL TOWN (11)

Score	1	2	3	4
96-100	2	11	22	245
91-95	4	9	36	234
86-90				
81-85				
76-80				
71-75	3	6	18	103
66-70	1	2	2	52
61-65	3	4	12	48
56-60	7	3	12	62
51-55	7	2	14	58
46-50	4	1	4	4
41-45	0	0		
36-40	6	1	6	6
31-35	7	2	14	28
26-30	7	2	12	62
21-25	2	4	22	128
16-20	6	2	20	120
11-15	7	2	24	226
6-10	2	7	16	147
Total	84		234	1613

6-11-28
22-21-30

22-2-38
22-28-22
22-41-00

TABLE XLVI. SCORES OBTAINED BY STUDENTS LIVING IN LARGE
RESIDENTIAL TOWN(LRTb)

% Score	f	d	fd	fd ²
96-100	1	13	13	169
91-95	1	12	12	144
86-90	1	11	11	121
81-85				
76-80	2	9	18	162
71-75	3	8	24	192
66-70				
61-65	3	6	18	108
56-60	3	5	15	75
51-55	4	4	16	64
46-50	4	3	12	36
41-45	7	2	14	28
36-40	5	1	5	5
31-35	12	0		
26-30	8	-1	-8	8
21-25	6	-2	-12	24
16-20	4	-3	-12	36
11-15	5	-4	-20	80
6-10	5	-5	-25	125
1-5	1	-6	-6	36
Total	75		75	1413

M-38.00
Md-34.05
SE- 2.43

Q-12.95
SD-21.10

TABLE XVII. SCORES OBTAINED BY STUDENTS LIVING IN LARGE
RURAL TOWNS (1925)

Score	1	2	3	4	5
96-100	1	13	13	13	169
91-95	1	12	12	12	144
86-90	1	11	11	11	151
81-85					
76-80	2	9	9	18	169
71-75	3	8	8	24	133
66-70					
61-65	3	6	6	18	108
56-60	3	5	5	15	75
51-55	4	4	4	16	64
46-50	4	3	3	12	36
41-45	7	2	2	14	58
36-40	2	1	1	5	25
31-35	12	0	0		
26-30	8	-1	-1	-8	8
21-25	6	-2	-2	-12	24
16-20	4	-3	-3	-12	36
11-15	2	-4	-4	-20	80
6-10	2	-5	-5	-20	100
1-5	1	-6	-6	-6	36
Total	75			75	1413

20-21.10
20-21.95

20-21.05
20-21.00
20-21.00

TABLE XLVII. SCORES OBTAINED BY STUDENTS LIVING IN SMALL RESIDENTIAL COMMUNITY

% Score	f	d	fd	fd ²
86-90	2	9	18	162
81-85				
76-80	2	7	14	98
71-75				
66-70	3	5	15	75
61-65	5	4	20	80
56-60	4	3	12	36
51-55	5	2	10	20
46-50	3	1	3	3
41-45	2	0		
36-40	5	-1	-5	5
31-35	3	-2	-6	12
26-30	5	-3	-15	45
21-25	1	-4	-4	16
16-20	3	-5	-15	75
11-15				
6-10	1	-7	-7	49
Total	44		40	676

M-47.55	Q-14.68
Md-48.85	SD-19.05
SE- 2.87	

TABLE XVII. STUDENT'S LIVING IN SMALL RESIDENTIAL GROUPS

Group	1	2	3	4
86-90	2	9	18	185
81-85	2	7	14	98
76-80	2	2	12	72
71-75	2	4	20	80
66-70	4	2	12	36
61-65	2	2	10	20
56-60	2	1	3	3
51-55	2	0	-	2
46-50	2	1	-	12
41-45	2	3	-	42
36-40	1	4	-	16
31-35	2	2	-	12
26-30	1	-	-	40
21-25	1	-	-	250
16-20	1	-	-	40
11-15	1	-	-	40
6-10	1	-	-	40
Total	44	44	44	44

86-90 20.41-08
81-85 20.41-08
76-80 20.41-08
71-75 20.41-08
66-70 20.41-08
61-65 20.41-08
56-60 20.41-08
51-55 20.41-08
46-50 20.41-08
41-45 20.41-08
36-40 20.41-08
31-35 20.41-08
26-30 20.41-08
21-25 20.41-08
20-25 20.41-08
16-20 20.41-08
11-15 20.41-08
6-10 20.41-08

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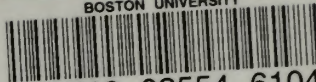
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